

Behaviour Policy COVID-19 Addendum

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1. Scope and Context

At Maple Tree Primary 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 main 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 other policies. This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

Upon wider re-opening, a 'Return to school handbook' has been created for parents and carers. This applies from Monday 7th September. Within this, there is detailed information on the expectations of school, parents/carers and children. Within the handbook, it explains the new rules that are in place to keep themselves and others safe.

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out in detail in the handbook to keep themselves and the rest of the school community safe. An overview of the additional rules are seen below. Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Miss Hyde (Deputy Head) or Mrs Pond (SENDco) if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Altered routines for arriving or leaving the school

- Hygiene, such as handwashing and sanitising
- Who pupils can socialise with at school, including at lunch and break times
- Moving around the school (e.g. one-way systems, out of bounds areas, queuing)
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if they are experiencing symptoms of coronavirus
- Sharing any school equipment or frequently used items such as pencils or pens
- Breaks or play times, including where children may or may not play and what they are and are not allowed to do
- Use of toilets

2.2 Transitioning back into school

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, as such 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.

2.3 Managing high risk behaviours:

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining with their bubbles 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 the rules, then the parent/carer will be expected to collect the pupil. That pupil will have to be individually risk assessed and deemed safe to return before they can do so.

2.4 Positive Handling

Appropriate staff at Maple Tree Primary School are trained in 'Team Teach' (<http://www.teamteach.co.uk/about-team-teach>). 'Team Teach' is centred around de-escalation, with 95% of its practices focusing on risk reduction and helping young people move away from the crisis points that may require the use of physical intervention.

The circumstances surrounding COVID-19 mean that staff may not have been able to update their training as is the norm. As a result, the leadership team, supported by the governing board, has made a decision that in the interim staff will still be able to deploy Team Teach techniques in response to pupils who require the use of physical intervention to keep them safe.

The 'Use of physical intervention' policy remains unchanged and very much operational, should there be an occasion where a pupil requires the use of Restrictive Physical intervention to keep them and others safe. Staff will continue to be authorised to use physical intervention should the circumstances require it. Where possible, there will always be two members of staff present in this circumstance. What is changing is our normal requirement for staff members to have an up to date team teach certification. This change will be reflected in the school's behaviour policy.

If there is an incident in school where a pupil requires the use of 'Restrictive Physical Intervention', this will be discussed with SLT and Team leaders. The antecedents and behaviours will be reviewed and the risk assessment for the pupils will be updated. Decisions will be made on a case by case basis, in line with statutory guidance (Keeping Children Safe in Education and Use of reasonable force) but parents and carers need to be aware that if their child requires physical intervention, it is likely that their future education during this pandemic will be provided offsite, either at External Provision or in their homes via e-learning and Google classroom.

This is not a decision that has been taken lightly but one that we feel is in the best interests of the pupils and staff for whom we have a duty of care.

2.4 Rewards and Sanctions

During the transition period, children will be given extra support to follow the rules and the good to be green system will begin again once we feel that the children are ready. Where children made deliberate choices to break rules, usually sanctions will be in place. Children will continue to receive praise and rewards through our house points system.

3. Expectations for pupils at 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. The google classrooms are monitored by staff, who will issue warnings where necessary and communicate with parents/carers.

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, via google classroom, or any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

From September 2020, the expectations on remote learning set out by the Department for Education are high and therefore the school will expect all pupils to be engaging in their learning through google classroom (or paper-based learning if required). Staff will be monitoring and tracking this.

4. Links with other policies

This policy links to the following policies and procedures:

- Return to school handbook
- Behaviour policy
- Child protection policy
- Health and safety policy