

The Belham

Primary School



BEHAVIOUR POLICY ADDENDUM: COVID-19

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Introduction:

On the 20th March 2020 the government's strategic response to the COVID -19 pandemic was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, schools were closed to all pupils except those classified as vulnerable, those with an EHCP or the children of key workers.

During the school closures, pupils have suffered from significant changes to their learned routines and daily structures. Pupils will have forgotten the habits and expectations which are intrinsic to the culture of our school.

We know that behaviours are learnt and as such we will need to explicitly teach behavioural norms to ensure that on the return of more children our school is a calm, orderly, safe and disciplined environment. We will need to adapt our school culture and expectations in response to COVID-19 and the protective measures put in place to prevent its spread.

Guiding Principles:

- **Explicit Instruction.** At The Belham we believe that adults play a key role in supporting the behavior of our pupils. We provide guidance about how adults can support pupils in our behavior policy (section B-D & Appendix 2)
- **Risk Management.** Prior to the expanded opening on June 8th 2020, risk assessments will be undertaken for all children with an EHCP or for whom we have concerns. In addition, staff will be expected to use their professional judgment to

predict behaviours and anticipate risks in their day to day role rather than just reacting to them.

- **Communication.** Leaders will ensure that staff, parents and children are all aware of the expectations for behaviour. Parents and guardians will be able to communicate with teachers via Class Dojo and with senior leaders by email. Leaders will encourage parents and teachers to share concerns and ask questions.
- **Clear Expectations.** All staff, parents and guardians will have clear expectations about what the boundaries are for themselves and others as well as what our expectations are for behaviour. We will teach children that they have a responsibility to keep themselves and others safe. Where adaptations are necessary for vulnerable children or those with EHCPs, discussions will take place between the parents, child and staff.

Behavioural Norms:

- We expect parents or guardians to be responsible for ensuring social distance whilst waiting to come in to school—we will provide markings on the playground. Senior leaders will coordinate a staggered entry to the school to reduce crowds at entrances.
- Parents and guardians will not be allowed on the school site- they should drop off at the gate (we ask that you make this as normal a process for your child as you can). Communication with the office or school staff should be by phone or email only.
- Bubbles (groups of no more than 15) will have clear routines for entering and exiting school (including independent activities for the soft start), children are expected to follow these routines.
- Rigorous hand washing will happen at regular intervals and after every transition (arrival at school, return from break or change of rooms).
- Children will be expected to move around the school in socially distant lines, in a one way direction (signage will be around the school and the floor will have directional arrows). Lines will move around the school calmly and quietly.
- Non-essential movement around the school will be avoided (staff will have radios for messages or to request help or equipment). Movement between rooms or to break will be planned with staff supervising. Children will not be expected to deliver messages to others.
- Children will be supervised (from a distance) when using the toilets. Children are expected to be responsible and not play in the toilets. Strict hygiene will be enforced. Children must ask permission before going to the toilet.
- Pupils will enter their classrooms and find their designated seat/spot.

- Pupils will be told what equipment they are able to use and where possible equipment that cannot be used will be removed from classrooms. Children will be involved in the cleaning of equipment after its use (cloths and anti-viral solution will be available in all rooms).
- At break time, children will be told what equipment (if any) they are able to use. Children are expected to remain within their bubble's zone. Children will be allowed to play with other children from their bubble but we expect them to respect each other's 'personal bubble' and not to touch each other. We acknowledge that this will be difficult for primary age children and may not be possible at all times. *Games that involve distance such as 'What's the time Mr. Wolf' or Hop Scotch will be encouraged.*
- Children are expected to eat their lunch sensibly. We do not expect children to share food or to touch other people's food. Children will not talk whilst they have food in their mouth.
- Children should report injuries, as normal, to an adult (whilst retaining their distance) who will decide if they can treat the injury or if additional support (an adult in PPE) is needed.
- During PE/Music lessons the specialist teacher will have a marked out zone for them and the pupils will have a marked out zone- neither will enter the other's zone. Children may be expected to help clean equipment at the end of each session using a cloth and anti-viral solution.

Behaviour Management:

Our behaviour policy explains the 'language of choice' (section C)— we will continue to use this to provide a non-confrontational approach to behaviour management. Our existing system of escalation (section E) will still apply although teachers will contact a senior leader using their radio. If a child needs to be removed, a senior leader will enter the bubble (wearing PPE to prevent contamination) and remove the child (in some cases the class may be removed to ensure their safety). If it is felt that a child cannot safely be in school their parent or guardian will be contacted.

If a child deliberately fails to adhere to the protective measures in place this will be deemed as a serious breach of the school's behaviour policy. This includes deliberately coughing or spitting at another person and refusing to remain in their designated locations.

Our Senior Inclusion Assistants (SIAs) will be available by radio for children who need space away from their group. The ground floor intervention room will act as a safe, calm space for these children. The SIAs will not enter the space apart from to wipe surfaces down after a

child has been inside (they will use either social distance or PPE to ensure the integrity of the bubble—this will be based on their professional judgment of the situation and their knowledge of the child’s needs. They will be stationed outside the space to provide pastoral support if required—with the aim of re-integrating the child into their bubble.

Reasonable Adjustments:

We know that for some children, notable those with SEMH, ACE or SEND access to this revised provision may be more challenging. Senior leaders and the SENDCO will be mindful of these children and will ensure that individual risk assessments consider any adjustments that may need to be made. These adjustments will be communicated to staff and to parents and guardians.

Exclusions:

There is no change to the exclusion section of our behaviour policy (section F).

Useful Resources:

[Behaviour Policy Short Sheet](#)

[Have you seen me](#)

[Survival in school](#)

[PAC guide for schools](#)

[Protective Measures](#)

[Place to Be Training](#)