

## Behaviour Policy 2020 Covid-19

### Addendum: St James C of E Primary school.

At St James, 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 relevant, it has been essential, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

The **Head Teacher** has **overall** responsibility for the behaviour of children within the school. The day-to-day implementation of the policy is the responsibility of the Senior Leadership Team (SLT), class teachers, support teachers and other key adults.

This addendum is a supplement to the current Behaviour Policy.

#### **Arrivals, departures and moving around the school:**

- Children must enter school through their designated entrance at the agreed time.
- Children will enter the school grounds and must go straight to their designated area of the playground.
- All children and adults must adhere to current social distancing advice at all times, maintaining distance from any other individual as much as possible. *There will be markers on the floors to support children with social distancing.*
- At their designated home time, children must leave the school building from their designated exit.
- In order to limit the spread of Covid-19, children **MUST NOT** enter another bubble without explicit permission to do so.
- Movement around the school will, at present, be limited. When children leave their 'bubble' for lesson transitions and/or to go outside (for break, lunch, or outdoor learning), they must do so **only** at their designated time and **only** in their designated zone. They must follow the markers on the floor to ensure they socially distance as much as possible - children will follow an adult from their 'bubble' on a designated route.<sup>1</sup>
- Children are expected to tell a member of staff if they are unwell and are exhibiting signs of Covid-19 by raising their hand. Public health posters are placed around the school (appropriately differentiated for age and ability).
- 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 must wash hands/use antibacterial gel before entering school, after returning from outside, before and after eating, and at regular intervals during the day.

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<sup>1</sup> School does recognise that this is an unprecedented situation. *Some* children and young people (especially those with complex special educational needs and/or disabilities) may need additional time to understand and learn this new process. Staff will assess risk, but remain supportive and consider reasonable adjustment as necessary.

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- We ask children to follow the '*catch it, bin it, kill it*' mantra when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

#### **Social Distancing**

- Children who are old enough will be expected to practise responsible social distancing from their peers and adults in school and on the playground/outdoor space at all times. This includes any unnecessary physical contact with staff or peers.
- When children enter their 'bubble', they must go straight to their table and nowhere else in the room (age and classroom dependent).
- Children will put their hand up if they need an adult's support, they must not get out of their seats.
- Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are persistently and deliberately not complying, disciplinary procedures and sanctions will be used (see below).
- We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

#### **Toilets**

- Each 'bubble' will have their own designated toilets to use. Children will be encouraged to be responsible and use the toilets one at a time (this may not always be possible with younger 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 will be expected to remain socially distant from both peers and adults during play and break times.
- Children must stay in their designated area at all times.

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#### **Behaviour in school**

To reiterate, in light of the current situation, we have amended elements of the behaviour policy accordingly.

School's position on exclusion remains the same. In light of current health risks, sanctions and disciplinary procedures **WILL** be used if a child's behaviour is deemed a risk to themselves and/or others.

**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.**

Examples of **bottom line behaviours** that could be considered for exclusion would include:

- Persistently and defiantly refusing to adhere to safety measures, such as: hand washing, social distancing, remaining in their 'bubbles', or behaviours that put themselves or others at risk, such as spitting or **deliberately** coughing at others.
- Persistent aggressive, threatening, and disruptive behaviour.
- Serious and directed assault of a staff member.
- Serious and directed assault of another pupil.
- Serious and purposeful damage to school/others property.
- Bringing weapons in to school with the intention of violent use.
- Unfounded malicious allegations toward staff or pupils.
- Persistent bullying.

**In the case of all severe behavioural incidents, parents will be immediately be requested to attend a formal meeting with a member of SLT. Discussions with parents will be held to risk assess the situation.**

#### **Pupils with Special Educational Needs and disabilities (SEND)<sup>2</sup>:**

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 out of character, this may include:

- Bereavement; trauma; anxiety; lack of confidence.
- Challenging behaviour/behaviour that is out of character; fight or flight response.

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<sup>2</sup> As above, school recognises that children with complex SEND and younger children will need to be supported as required.

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- Anger; frustration; shouting; emotional (crying).
- Attention deficit behaviours; obsessive/compulsive behaviours; self-harming behaviours.

For some children and young people, the change in routine(s) and lack of familiarity will require additional and reasonable adjustment. This will include those with specific SEND needs such as pre-existing 'attachment' concerns and those with autism spectrum conditions. St James' 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 an unfulfilled need.

School policy is to identify SEND concerns and intervene at an early stage. Reasonable endeavour will be made to apply the necessary adjustments and reduce the stimulus that may be triggering the challenging response.

In line with the SEND code of practice (2015), our policy is to apply an assess-plan-do-review process, seeking external support from other agencies (Inclusion Support, Early Help, CAMHS etc.) if required.

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

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful to adults, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case of for any online bullying towards other pupils or disclosures of peer-on-peer abuse.



As pupils of St James CE Primary School we...

- show friendship and kindness to **all** adults and children.
- stay in our 'bubbles' unless we are instructed by a member of staff to leave.
- respect the school environment, school property and the belongings of others.
- are honest and can admit when we have made mistakes.
- try our best at all times.
- understand that sometimes our actions have a consequence.
- know that we can **ALWAYS** ask for help and that we will be supported.



**Behaviour stages<sup>3</sup> to refer to following behaviour management strategies<sup>4</sup> (for adult reference):**

**(Quiet, verbal) "REMINDER"**

*Consider: Will applying an immediate sanction escalate the situation?/Will an emotion coaching type approach de-escalate?*

At this stage = empathise, label, validate, problem solve.

It is important not to take the behaviour personally or immediately jump through the sanctions.

Consider why the behaviour is occurring (what might be driving it?) – Is it the work that has been set? Overly long activities? Feelings of anxiety due to contextual issues? etc...



**(1) – "FIRST WARNING"**

**Calmly** remind pupils of rules and expectations. If necessary, stress the severity of the current covid-19 situation and what stages **must** be taken if they do not conform. (Consider referring to any visual rules/public health prompts).



**(2) – "SECOND WARNING - TIME TO REFLECT"**

(Be very conscious that announcing this in front of the whole class *may* escalate the situation.)

If space and staffing allows, pupil to be given 5 minutes at a recovery table within the classroom to make the right choice. As per covid-19 guidelines, pupil **must not** leave the designated area unattended.



**(3) – "THE CONSEQUENCE"**

Formally logged on SIMS/LOSS OF PRIVILEGES/teacher to contact home/possible individual pupil plan (IPP)  
(It is advised NOT to remove something that has *already* been given to a pupil (i.e. a dojo, a sticker, an award etc) and please do not remove the entirety of play time(s). Consider the removal of future privileges such as reward/golden time, communal activities with others – where possible, discuss with your pupils (on a class or individual basis as necessary) what they would consider an appropriate sanction.

'Repeat offenders' (i.e. 3 times in a week/professional opinion depending on nature of incident) = formal letter home/parental meeting (class teacher/phase leader/assistant head if required). At this stage, it is advised that a class teachers make contact with home via class dojo/a telephone call - this should be monitored by phase leaders.

*Individual pupil plan to be completed if necessary and a plan monitored for a minimum of 4-6 weeks by phase leaders and supported by assistant head (this may/may not then feed into wider SEND SEMH initial concern protocol depending on if the gap is closed).*

**BOTTOM LINE BEHAVIOURS (see policy for list)**

**Pupil is judged to be a danger to themselves and/or others.  
SLT to make a judgement and if necessary a phone call to parents/carers.**

<sup>3</sup> Teachers may want to initially combine this with a bespoke, classroom/individual, visual rewards system/behaviour chart – there are many examples of the best way to use behaviour charts online.

<sup>4</sup> Appendix 1 (Addendum to the behaviour policy)

## Behaviour stages (pupils)

### REMINDER

Your teacher will quietly remind you of our rules and expectations.



### (1) FIRST WARNING

You have now been formally warned that you are not following adult instructions. The next warning is your last chance before your teacher will issue a consequence.



### (2) "SECOND WARNING - TIME TO REFLECT"

This is the last chance to improve your behaviour and to follow adult instructions. The next stage will involve a consequence such as losing playtime with friends or reward time.

Parents WILL be contacted if you have to be warned again.



### (3) THE CONSEQUENCE

You must now accept the consequence of not following the rules. Parents will be contacted and your teacher will decide what consequence you will receive.

**BOTTOM LINE**

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## Appendix 1:

### Classroom behaviour management strategies to consider before the application of behaviour stages:

Staff are not expected to immediately jump to sanctions when faced with low-level, off-task behaviour. In every case, it is expected that a number of classroom behaviour management strategies are demonstrated and evidenced over time, to quickly and effectively address off-task behaviour, and to build positive relationships. At this stage, it is vital that positive encouragement is given in order for pupils to make the right choice. Further advice and/or CPD training will be provided as required

#### **Referring to visual prompts:**

Classrooms should display rules, rewards/sanctions, behaviour stages as standard.

(additional c/room resources available on Twinkl, for instance:

<https://www.twinkl.co.uk/search?term=behaviour+cards>)

#### **Some examples of non-verbal communication (NVC):**

Consider your body language – for instance, standing over a pupil, arms crossed and “*shhhh*”ing might be seen as more aggressive and negative by some pupils than getting down on their level and offering a reassuring word/smile.

- \* Be aware that your pupils also communicate their feelings via non-verbal cues. Be aware of, and *listen* to your pupils' body language.
- \* Eye contact is a powerful method of NVC. Establish eye contact with your pupils to gain their trust and make positive impressions, as well as delivering “the look” when required.
- \* “The look” – if a pupil is continuously disrupting teaching and learning and hindering others, stop talking, wait patiently staring at the pupil while counting to five (to yourself), and then continue teaching the lesson.
- \* Before you begin teaching/talking consider scanning the classroom - “*all eyes on me*”.
- \* Hold up your hand to “**STOP!**” pupils from talking or doing something they shouldn't be doing.
- \* Put your index finger to your mouth to communicate ‘quiet time’ to pupil(s).
- \* Shake your head to stop them from doing something wrong, and then smile and nod “yes”/thumbs up after they correct their behaviour.



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#### Some examples of Diversionary statements:

#### Non compliance – make a judgment as to style of delivery based on the relationship you have with the pupil.

- *Come on, this isn't the place to have this discussion (redirect to original request).*
- *We're not going to have that discussion right now (redirect to original request).*
- *I can see that you are unhappy would you like to talk about it?/Let's have a walk and a chat.*
- *Have a think for a few minutes and consider the way you just came across to me.*
- *I'll come and talk to you again in 5 minutes when you've calmed down.*
- *Well done to those who are following my instruction. In this class we all tidy up.*
- *If you finish the work now you won't be choosing to finish it during break time*

#### Deflection:

- *X, I know you like doing me favours, could you take a message to ..... [make one up and have a reciprocal arrangement with a colleague]*
- *X, I need you to help me over here for a moment, thanks.... (find a task for them to do)*

#### Positive expectations and take-up time:

<b>Make a positive Request</b>	Make eye contact "[pupil name], would you [request]? <b>Thank you</b> ".	<i>The pupil has a clear understanding of what they need to do.</i> <i>Show confidence that you expect their support.</i>
<b>Take-up Time</b>	Slowly move away After 2 -3 mins, check the request has been carried out	<i>De-escalates and allows the pupil to remain calm.</i> <i>Allows the pupil a 'get-out' and to make a reasonable choice.</i> <i>Supplement with a positive NVC signal.</i>

#### Proximity control:

*Recognising those children who are displaying desirable behaviours near to those who are displaying unwanted behaviours.*

- Ensure desirable behaviours are clear (refer to school policy/classroom rules etc)
- Overtly recognise, praise and reward these desirable behaviours at all times, even when there are no challenges.

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- When a pupil is displaying unwanted behaviours (unless it is unsafe), merely continue to recognise those displaying desirable behaviours – use class rewards as necessary.

#### Avoid

- Threats
- Power struggles
- Ordering or commanding the pupils(s)
- Shaming the pupils(s)

#### Remember

- Stay **calm**
- Stay in **control**
- **Lower** your voice
- Aim to **rebuild** and **recover**
- Speak **privately**

#### Further resources:

- <https://www.twinkl.co.uk/blog/20-behaviour-management-techniques-for-challenging-behaviour>
- [https://www.educationsupport.org.uk/resources/life-guides/managing-pupil-behaviour?qclid=Cj0KCQjwupD4BRD4ARIsABJMmZ984aSg9\\_WQX0JZysmNYoGMbHPZU9wVbsJOU\\_N2OfjvWFK6PCC93mwaAt5cEALw\\_wcB](https://www.educationsupport.org.uk/resources/life-guides/managing-pupil-behaviour?qclid=Cj0KCQjwupD4BRD4ARIsABJMmZ984aSg9_WQX0JZysmNYoGMbHPZU9wVbsJOU_N2OfjvWFK6PCC93mwaAt5cEALw_wcB)
- <https://www.teachwire.net/news/behaviour-management-strategies-for-primary-school>