

Positive Behaviour Policy 2020 Covid-19 Addendum



Bourn Church of England Primary Academy

At Bourn Primary Academy 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 Positive 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 Positive Behaviour Policy, Anti-Bullying Policy, IT Acceptable Use Policy. These adjustments are set out below:

1. Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance at the agreed time as outlined on the maps sent to parents/carers.

There will be markers on the floors to support children with social distancing. At their designated home time, children will leave the building from their designated exit. Movement around the school will be limited. Children will follow an adult from their bubble on their designated route. 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.

2. Hand washing and Hygiene

i) 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 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. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

ii) Pupils of Critical Workers who are at school during Lockdown, will have their own table with chairs spaced apart. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

ii) We understand socially distancing may be more difficult for children, and while they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

3. Toilets

- i) Adjacent classes share toilets but are encouraged to use them only one person at a time. During non- Lockdown, breaktimes are staggered to avoid a crossover of bubbles using the toilets and cloakrooms at the same time.
- ii) 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.
- iii) Children must not enter the toilet if children from other bubbles are in it.

4. Break times

Children will have a designated place to play during break times. Children must stay in their designated area at all times.

5. Rewards

- i) The merit point system will not be in use during Lockdown. 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.
- ii) 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. A virtual celebration assembly each week for Values awards, these will then be posted home.

6. Behaviour in school

i) 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 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 checking the child knows the reason for the rule, a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Discussion with the Head Teacher.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer. This includes the measures and progressive steps outlined in the main policy.
- If the health and safety of other pupils and staff members are put at risk by the pupil not adhering to safety measures related to Covid 19, they will be removed from the classroom and parents informed. If this behaviour continues, the Head Teacher will discuss with SLT whether the child places an unacceptable risk to staff and other children, and will contact parents to discuss the way forward.

7. Pupils with Special Educational Needs/Behavioural Needs

- i) 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.
- ii) 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. The school's Pastoral Lead will discuss with class teachers ways to support the child in school and will seek external support as appropriate.
 - iii) 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.

8. **Remote Learning.**

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, via Google Classroom/Purple Mash, 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 during this time.

Class teachers will set expectations for behaviour on Google Meet and on the chat function of Google Classroom. Any continued breach of expectations will be followed up with parents.