

# Behaviour policy: coronavirus addendum

Kensington Avenue Primary School



<b>Approved by:</b>	The Local Governing Body (KAPS)	<b>Date:</b> October 20
---------------------	---------------------------------	-------------------------

<b>Last reviewed on:</b>	
--------------------------	--

<b>Next review due by:</b>	October 21
----------------------------	------------

# Contents

1. Scope.....	2
2. Expectations for pupils in school .....	2
3. Expectations for pupils at home .....	4
4. Monitoring arrangements.....	5
5. Links with other policies.....	5

---

## 1. Scope

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

At Kensington Avenue 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 Behaviour Policy remain in place, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

### 2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

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 Justine Bristow (Assistant Head for Inclusion) 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.

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

- Children will enter school through their designated entrance with their parent/carer and will go straight to their class bubble, keeping a 2m distance from any other individual as outlined in the plans sent to parents/carers where possible. There will be markers on the floors to support children with social distancing.
- At home time, children will leave the building from their designated exit as outlined in the plans sent to parents/carers.
- Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will use the reminders to help them socially distance. Children will follow an adult from their bubble on their designated route.
- Children will be expected to tell a member of staff if they feel unwell and are exhibiting signs of Coronavirus.
- Children must have a responsibility for their own equipment e.g. water bottles, stationary 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 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 the inside of their elbow. Children will be reminded not to touch their face, mouth, nose or eyes while at school.
- › Should a child repeatedly refuse to follow these routines, disciplinary procedures and sanctions will be used and these are outlined in 2.2.

## **Social Distancing**

- › Children who are old enough 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 bubble, they will be expected to go work at a designated seat and to follow instructions carefully. Children will put their hand up if they need an adult's support.
- › Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. The government guidelines currently indicate that children do not need to socially distance from each other within their class bubble but that staff should maintain a 2metre distance from children and other adults, This is to ensure that if staff need to move between bubbles, for example to cover absence, this is possible. It is therefore going to be a very different experience for children who are used to closer interactions with staff.
- › 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 and the early years curriculum continues to be based on active learning rather than pupils sitting in one place, thus making social distancing more difficult

## **Toilets**

- › Children will be using the toilets one at a time (this may not always be possible with reception children) and will be supervised by a member of staff if required. When a child has finished in the toilet they must wash their hands thoroughly.

## **Break times**

- › Children will have a designated playground to play in during break and lunch times. Children will be expected to remain socially distant from both peers and adults during break/lunch times. Children must stay in their designated area and with their bubble at all times.

## **2.2 Rewards and sanctions for following rules**

*To help encourage pupils to follow the above rules, we will:*

- › Continue to use 'Smileys' and the class point system which can be recorded by the teacher or teaching assistant.
- › Use the 'Behaviour Ladder' to positively praise
- › Use stickers to praise and acknowledge achievement and good behaviour.
- › Welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition. Above all praise and encouragement should be used as much as possible.

*However, if 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 a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.

- We will tell parents and carers that these sanctions have been applied so we can work together to ensure that all children and staff remain safe within school.
- If the above does not work and health and safety of other pupils and staff members are put at risk by the pupils repeatedly 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.

## **Pupils with Special Educational Needs**

At Kensington Avenue we acknowledge 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 SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

The 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 make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND 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, the school will seek external support from other agencies such as Educational Psychologists or Early Help.

## **3. Expectations for pupils at home**

### **3.1 Remote learning rules**

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Justine Bristow (Assistant Head for Inclusion) 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 with their learning.

- Be contactable during required times – although we understand pupils may not always be in front of a device
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages. Report anything, they feel worried about to a trusted adult

### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Contact parents/carers to discuss guidelines
- Discuss possible barriers, offer support and solutions to the family
- Weekly communication with parents/carers to discuss the engagement with remote learning

### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum 4 weeks during term time by Justine Bristow (Assistant Head for Inclusion) At every review, it will be shared with the Local Governing Body and the Manor Trust who work with the staff to ensure that safety measures are in place and a good standard of behaviour is in place to ensure that learning takes place.

### **5. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy



