



COVID-19 School Behaviour Policy- Addendum September 2020

Policy under continuous review in line with government guidance

Aim

Our aim, in the Oak Tree Federation, is to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst the expectation in the Oak Tree Federation 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. These are set out below and must be read in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy.

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible. Since this time, schools and all childcare providers have been providing care for a limited number of children: those who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

The government announced on 11th May 2020 that schools should plan to re-open for children in Nursery, Reception, Year 1 and Year 6 from 1st June 2020, then full school return in September 2020.

In preparation for this extended opening, a range of additional measures have been introduced across the Oak Tree Federation, to ensure that the risks of spreading the COVID-19 virus are reduced and that children and staff are as safe as possible.

Purpose

The Department for Education published updated guidance for Preparing for the full opening of schools from September. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This addendum to The Oak Tree Federation behaviour policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required ([Coronavirus \(COVID-19\): guidance and support](#))

1. Pupil Code of Conduct

Pupils are expected to:

- Arrive to and depart from school premises at the agreed time. (Adults should maintain a two-metre distance to other families when dropping off or collecting their children from Laughton CP School or Firle Church of England Primary School.

- Enter and exit the school building through their designated entrance. On arrival, pupils will go straight to the designated learning area for their class group. Pupils will leave one at a time when parents have come to collect them, following the instructions from school staff.
- Follow all handwashing and hygiene routines whilst in school at regular intervals during the day. Pupils will wash their hands for at least 20 seconds, more often than usual, with soap and water or hand sanitiser.
- Remain in their designated classroom group and follow the guidance from staff during lesson times and playtimes.
- Keep a safe distance from other pupils and refrain from physical contact with their peers.
- Maintain healthy practise when coughing or sneezing - The main principal is to **'Catch it, Bin it, Kill it'**: cover any cough or sneeze with a tissue, then throw the tissue in a **bin** or cough into the crook of the arm. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.
- Socially distance from peers and adults both inside and outside if they are old enough to understand. Remain in their designated seats in class, where this has been set up and put their hand up if they need adult support. KS2 children should not get up out of their seats and move around the classrooms unless instructed to do so.

Staff must remain strong and effective role models for safe working practices at all times.

2. Sanctions for unsafe behaviour during the partial closure (this could include not following instructions for social distancing)

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible, withdrawal of privileges and other behaviour management strategies in line with current behaviour policy. Due to staff capacity and safety measures in place for Covid-19, time out in a different room is no longer an option
- 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 social distancing measures or by behaving in a deliberate way that puts others at risk, e.g. spitting, coughing at people, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance. [Exclusion from maintained schools, academies and pupil referral units in England](#) ***Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.***

3. Pupils with Special Educational Needs and Additional Needs

The Oak Tree Federation 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. assessments, residential trips, school trips, 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; withdrawal; lack of engagement
- 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.

The Federation 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 team 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 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.

The SEND Code of Practice and the Equality Act will be referred to, as guidance, to inform decision making.

4. Identifying individuals presenting higher risk

Children who will find it particularly challenging to maintain the level of controlled behaviour required to ensure a safe learning environment in school are to be identified prior to returning. In many cases, these children are likely to already have a personalised behaviour plan which will be adapted accordingly. However, there may also be individual children identified who do not currently have a behaviour plan, or Personal Handling Plan (PHP), but for whom school leaders are concerned they may present higher risk during this period. For these children, an individual risk assessment will be put in place in order to minimise concerns.

Whilst every effort must be made to support children's wellbeing - and children who are finding the situation difficult will be supported - some behaviours are now not deemed acceptable or safe. These will need to be discussed with children and parents/carers so that expectations and the reasons why we need to behave differently are understood and followed by all.

5. Expectations for the use of physical intervention

Most staff will be working in their isolated group. In order to avoid adults or children coming into contact, there are necessary adjustments to how physical intervention can be used. Every effort must be made to support every child emotionally during this time. Individuals who already have a behaviour plan and/or risk assessment in place with de-escalation strategy and/or PHP will continue to use this and all staff will be made aware of their needs.

If a situation arises where the use of physical intervention is required, Mrs West or Mrs Brown will be called immediately, via the office.

If a child is at immediate risk of significant harm, staff may well need to intervene. It is unlikely in this situation that there will be adequate time for a member of staff to put on PPE. Removing other children from the situation is advised as the safer option for staff to take until Mrs West or Mrs Brown arrives. This will be a judgement call for the member of staff based on the situation. If a child's behaviour poses a risk to others, then the member of SLT will ensure that the parents are called and one member of the family will be asked to attend school to remove the child. In this situation, the parent will be expected to use physical intervention if required rather than staff.

If a parent is required to remove their child from school, the Headteacher will reassess whether the child can attend school safely during this period.

6. Supporting Staff

The return to school for all children and staff in September 2020 may increase anxiety for some members of staff. To support staff who are anxious, SLT will ensure communication channels are open where teachers and support staff can discuss their concerns with their line manager or Headteacher.

Individual staff members will be involved in contributing to - and will have read - this addendum, as well as being involved in updating individual risk assessments and PHPs for identified children, where appropriate.