

Cherry Lane Primary - Behaviour Policy Covid-19 Addendum – updated January 2021

At Cherry Lane 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 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 Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance at the agreed time. Children will enter and will go straight to their designated meeting point / classroom door, keeping a 2m distance from any other individual as outlined on signage around the school site. There will be signage around school to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance.

Movement around the school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will follow the signage to keep to the left and ensure they stay 2m from peers and adults. Children will follow an adult from their classroom on their designated route.

Children will be expected to tell a member of staff if they are unwell and for older children if they are exhibiting signs of Coronavirus by raising their hand.

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 will wash hands as they enter 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).

Social Distancing.

Children who are old enough will be expected to where possible socially distance from their peers and adults in school eg. walking around school. Pupils in key stage 2 will sit in rows and will all be forward facing. 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.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying , the usual 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 phase (2 year groups) will have their own toilets to use. These will be sign posted. Children will be where possible encouraged to use the toilets one at a time (this may not always be possible with reception children). Class teachers will operate a rule that only one child at a time leaves class to use the toilet. When a child has finished in the toilet they must wash their hands. Signs in every toilet block will remind pupils of this.

Break times

Each year group will have a designated place to play during break times. Children will be encouraged to remain socially distant during play and break times but we acknowledge that this will not always be possible, particularly for younger children. Children must stay in their designated area at all times.

Rewards

Rewards such as Class Dojo, stickers, praise, credits etc. will continue to be used as motivation for good behaviour. 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.

However 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.

Behaviour in school

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 classroom or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, then 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.
- 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 specific Covid 19 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

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.

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.

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.

Pupil's working from home.

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 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