

COVID-19 Behaviour Policy Annex

1. Intent

1.1. This policy annex relates to the school's approach to behaviour and mental health during the schools implementation of the [COVID-19 Infection Control Policy](#)

2. Rationale

2.1. All aspects of the [Behaviour and Anti-Bullying Policy](#) still remain; in particular, the aims and key principles (summarised below) are imperative:

Aims

- Achieve the school vision: "Give every child the skills and self-belief to succeed".
- Teaching and Learning. We also aim to make every lesson count and will not tolerate loss of learning due to misbehaviour.
- Bullying will not be tolerated

Key Principles

- Relationships.
- Understand the Child.
- Culture of Positivity.
- Lead by Example.
- School Rules
 - We follow instructions
 - We show good manners
 - We care for everyone and everything

3. Dealing with behaviour counter to the infection control measures

3.1. Infection control, as detailed in the [COVID-19 Infection Control Policy](#), is dependent on all stakeholders abiding by the rules put in place. If a pupil is unable to adhere to these regulations, due to behavioural choices, then sanctions must be imposed (see section 5)

3.2. Examples of inappropriate behaviour are shown in **Table 1**.

3.3. As in the [Behaviour and Anti-Bullying Policy](#), pupils will have a staged response (see **Table 2**).

Table 1: Examples of behaviour incidents		
Low level	Causing, or likely to cause, unnecessary contact between pupils within a bubble.	Within a bubble: <ul style="list-style-type: none"> • Taking other people's resources unnecessarily • Not leaving the play area promptly Between bubbles: <ul style="list-style-type: none"> • Not following instructions when moving around the building or on the playground
Serious	Likely to cause contact between bubbles or knowingly breaching infection control measures.	Between bubbles: <ul style="list-style-type: none"> • Entering another bubbles designated space • Leaving the classroom (or designated space) without permission At any time: <ul style="list-style-type: none"> • Intentionally spreading fluids (e.g. coughing on purpose, spitting etc)

Table 2: Management of pupils who interrupt the learning of children during lesson times	
Normal Classroom Situation	Staff will educate pupils in how to adhere to the infection control regulations and use a range of strategies to support children.
IF the behaviour is a low level risk (see Table 1) THEN begin at Stage 1 ELSE IF the behaviour is serious THEN go straight to Stage 4.	

Stage 1	Informal Warning - The teacher will calmly draw the pupils' attention to the inappropriate behaviour and remind them of the rules/expectations in a positive manner.
Stage 2	Formal Warning - If the behaviour continues, the teacher will issue a formal warning to the child, with a reminder of the expected behaviour.
Stage 3	<p>'Reset' in class - If the behaviour is repeated during the session the teacher will seek to isolate the pupil from their peers for 5 minutes (most likely by removing the child from the activity).</p> <p>Use of additional adults from outside the bubble will not be permitted but one of the adults in the class may take them aside for a set amount of time to calm or re-educate them on the rules.</p> <p>This behaviour needs to be recorded on CPOMS; it is the teacher's responsibility to ensure the parent has been informed of the incident and is aware that a repeat will result in removal from school.</p>
Stage 4	<p>Child leaves the school premises - If behaviour still continues after Stage 3, the child will be removed from the classroom to the Headteacher's office and parents or carers will be called to collect them.</p> <p>For the safety of themselves and others, parents/carers will be asked to remove them from the premises for an agreed period of time (depending on circumstances). If senior leaders believe it is necessary, a personal risk reduction plan may be drawn up with the pupil and family. The school continues to have a range of disciplinary powers including exclusion (as set out in Government Guidance) and where it is deemed necessary for the safety of pupils and staff they will be used.</p> <p>This needs to be recorded and reported.</p>

4. Supporting Pupils

4.1. Curriculum

- 4.1.1. Staff will support the children by educating them in the new practices for infection control detailed in the [COVID-19 Infection Control Policy](#)

4.2. Understanding the child

- 4.2.1. Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem.
- 4.2.2. Where staff suspect that a pupil is having mental health difficulties, they should not delay putting support in place, using a graduated response process :
- an assessment to establish a clear analysis of the pupil's needs;
 - a plan to set out how the pupil will be supported;
 - action to provide that support; and
 - regular reviews to assess the effectiveness of the provision and lead to changes where necessary.

4.3. Rewards

- 4.3.1. As per the [Behaviour and Anti-Bullying Policy](#), rewards will be used for children showing good infection control behaviours.

4.4. Communication sent home

- 4.4.1. Parents and Carers will be informed if there are any issues arising.

4.5. Sanctions

- 4.5.1. See **Table 2**