

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**