

COVID-19 Behaviour Policy Annex- September 2020

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**). This table adds in additional examples of behaviours which are considered to need a consequence in light of the COVID pandemic. The behaviours listed in the [Behaviour and Anti-Bullying Policy](#) continue to also be considered as needing a consequence and support back into successful learning.

Table 1: Examples of behaviour incidents		
Low level	Causing, or likely to cause, unnecessary contact between pupils within a bubble.	<p>Examples include but are not limited to:</p> <p>Within a bubble:</p> <ul style="list-style-type: none"> • Taking other people's resources unnecessarily • Not leaving the play area promptly • Being reluctant to wash hands. • Behaving in a way that gets in other pupils space, in the queue for washing hands, or entering classroom. <p>Between bubbles:</p> <ul style="list-style-type: none"> • Not following instructions when moving around the building or on the playground • Leaving the classroom briefly but returning on instruction.
Serious	Likely to cause contact between	<p>Examples include but are not limited to:</p> <p>Between bubbles:</p> <ul style="list-style-type: none"> • Entering another bubbles designated space

	bubbles or knowingly breaching infection control measures.	<ul style="list-style-type: none"> Leaving the classroom (or designated space) without permission and moving around the school. <p>At any time:</p> <ul style="list-style-type: none"> Intentionally spreading fluids (e.g. coughing on purpose, spitting etc) Behaving so unsafely that the pupil needs to be held to keep himself or others safe. Behaving so unsafely that the class have to be moved out into another room.
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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 5.	
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). Pupils may be seated separately from the class, or taken for a "reset" walk.</p> <p>Use of additional adults from outside the bubble should not be necessary 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>Pupils who can be trusted to do so can also work outside the classroom at a table, if this will give them the opportunity to refocus.</p> <p>This behaviour needs to be briefly recorded on CPOMS; e.g. "distracting others - reset in classroom." If it happens regularly i.e. several times in a day, or several times a week, the teacher should phone the parent and inform them.</p>
Stage 4	<p>Break time, lunchtime or after school 15 minute "detention" or work sent home.</p> <p>Pupils cannot be sent out to a central room e.g. Nurture, to have a consequence for missing learning time or for disrupting the learning of others, or for a failure to follow instructions. However they do need to make up this time, so it should be done at the next available time when they would have been having some free time.</p> <p>There will be a rota of classroom staff to cover break time detentions within a bubble, which will mean that staff do no more than one indoor and outdoor break cover. There will be an SLT rota for covering lunchtime detentions.</p> <p>Teachers will also have the option of keeping the child for 15 minutes more after school, as long as the parent has been rung by the office staff to agree to pick up the child later. If no such call can be arranged, the child should be sent home with work. If it is not completed, a detention should be arranged for the next day after school.</p>
Stage 5	<p>Inclusion or Exclusion</p> <p>If behaviour still continues after Stage 4, the child will be removed from the classroom. Depending on the seriousness of the behaviour, they will either experience a period of inclusion in school, or exclusion from school. Inclusion would be supervised by a senior member of the school staff and would take place in the Head or Deputy's office.</p>

<p>For the safety of themselves and others, parents/carers may be asked to remove them from the premises for an agreed period of time (depending on circumstances - a Fixed Term Exclusion.) 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. If senior leaders believe it is necessary, a personal risk reduction plan may be drawn up with the pupil and family.</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.

4.2.3 Staff will receive some training about pupil mental health at the beginning of the term.

4.2.4 In addition, one member of the team will be trained through the government programme, Wellbeing For Education Return.

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**

5. Clarity of roles:

5.1. School leaders aim to create a balance between making staff feel supported and also managing the available human and physical resources in the school during COVID times. In addition they seek to encourage staff to feel empowered by their own skill and strength of relationships with the pupils, so that pupils show full respect for all members of staff who will follow the school system of sanctions.

5.2. The B.N.I and Learning Mentor will be spending the majority of their time dealing with attachment, emotional distress and any other mental health consequences which are a result of the pandemic or safeguarding situations that have occurred during the pandemic. Their work will support behaviour in the classroom by helping the pupils feel comfortable and safe in school, as well as teaching them how to articulate and regulate their emotions.

5.3. The DSLs in school could have a higher number of safeguarding issues to deal with at the start of the Autumn term, as pupils make disclosures on their return to school.

5.4. The B.N.I and Learning Mentor should not be called on to support low level disruption in the classroom. The class teacher should manage this where possible, using all the strategies they

have in their tool kit: specifically, the strength of their relationships with children, distraction, shining a light on the good, clear expectations, a time for reset in class, or a walk to reset, followed by the sanctions as set out in Table 2.

- 5.5. Senior leaders, the B.N.I and Learning Mentor will be involved where a child is seriously disrupting the class, or being unsafe, particularly if it is in breach of the COVID infection policy. However, Senior Leader's offices and the Nurture room will not be able to take more than one child at a time, unless they are from the same bubble.
- 5.6. Senior leaders will work as coaches to support all members of staff with any challenges they are having with behaviour management.