

Pray, Learn, Achieve and Celebrate Together



Behaviour Covid Addendum

A new commandment I give unto you: that you love one another as I have loved you."

John 13:34

Behaviour Policy Addendum

COVID-19

At St Gabriel's Primary School, the safety and well-being of our children is our number one priority. We believe that all children should be kept from harm and protected, and that they should be given the opportunity to share how they feel in various situations.

All students should continue to adhere to the principles outlined in the Behaviour Policy. In particular, students should continue to follow our schools Core Values:

The School's Core Values are:

Respect

We respect others and their property.

Love

We are kind, caring and helpful; we think about others and do not hurt their feelings.

We are gentle and considerate towards others

Forgiveness

We ask for forgiveness when we have done something wrong

We do not hold grudges

Honesty and Courage

We are honest we never hide the truth.

Effort

We work hard we don't waste time

Responsibility

We take responsibility for our own actions.

They should also be:

1. **respectful and kind to all and compliant to those in authority**

2. should be safe, responsible and courteous at all times

E-safety and remote learning

Therefore, when interacting with other pupils and staff online, children should always be kind and respectful to each other and compliant to staff instructions, remembering at all times that they are teachers and that teachers are not 'friends' with, or peers to, pupils.

Children should never attempt to contact staff via social media or make comments about staff on social media platforms.

Any inappropriate comments to staff online will be taken very seriously and could result in a referral to the police.

This is also the case for any online bullying towards other students or peer-on-peer abuse that is disclosed to school during this time.

In addition, children and staff should:

- Respect, implement and follow the revised day to day expectations of the class 'bubbles' and wider school
- Children, parents and staff should adhere to the revised rules and expectations for entering and exiting the school site
- Children and staff should stay in their own rooms unless directed otherwise.
- Lunchtimes and playtimes will be rotated, designated areas in the dining hall will be allocated and the playground will be sectioned off and resources will be allocated to each area. Key Stage Bubbles must not mix or share resources. Front and back pitches will be used along with the field.
- Children will be allowed on outdoor equipment. A weekly rota will be in place. The equipment must be sanitised after use.
- Children should only use their designated entrance and exits to the school building
- Children should stay at their own desks unless directed otherwise
- Children should obey social distancing rules at all times, in and out of the class bubble. This maybe more difficult for younger children.

As the DFE states in Coronavirus (Corvid 19): Implementing protective measures in education and children care settings.

'We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account'

- Children should follow hygiene rules, including washing hands when asked to throughout the day.
- Children must follow the instruction on how to move around school. They must use the correct one-way system set up throughout school.
- Children must not enter out of bounds areas. These will be marked clearly and taped off where possible.

- Children will queue as little as possible. When they do need to queue they must be 2 metres apart.
- Key Stage bubbles will be seated in the dining hall. Sets of cutlery will be provided for each Key stage bubble.
- Class bubble will queue for lunch and sit together.
- Children should not move around the dining room unless directed to by class teacher, TA or welfare assistant.

Be aware of, and follow, expected Self-Care and Health needs

- **Children or staff must not come to school if they have any coronavirus symptoms (continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell)**
- Children should inform an adult if they feel they have any Covid-19 symptoms.
- On returning to school, children will be taught about the symptoms at an age appropriate level. (Online resources in Appendix 2)
- If a child develops symptoms during the day, the child needs to be isolated from the group, the Intervention room next to the Head teacher's office will be used. Parents must be contacted and procedures outlined in **Appendix 1** must be followed.
- Children should be taught what to do when sneezing and coughing. They should be taught the **Catch it, Bin it, Kill it** rule.
- Children should use tissues when sneezing or coughing and then wash hands after.
- Children should be taught not to touch mouth, nose and eyes with hands and if they do they must wash hands.
- Children should be taught how to wash hands correctly; **singing happy birthday twice** while washing hands will help and signs should be displayed to remind them. This may need to be supervised with younger children. Hand sanitiser may be used before returning to their bubble. (online PSHE resource **e-bug** can help with this)
- Children should only go to the toilet areas one at a time and thoroughly (at least 20 seconds) wash their hands after use. This will need to be supervised for younger children.
- Children should only use their own resource packs, not interfering or touching any other resources or equipment.
- Resources from other Key Stage bubbles should not be shared or used unless they have been sanitised before use.
- All items used in the class bubble should be cleaned and sanitised after use e.g. lunchtimes and end of school day.
- Bikes will be allocated to Key Stage bubbles via a colour coded system they must be sanitised after use and not shared between Key Stage bubbles.
- Children should not use shared P.E equipment. Equipment will need to be allocated to each bubble for their use and then sanitised after use.
- Children should only eat their own food; not share food from others.
- Drinks will be provided during the school day. Water bottles can be brought into school. They must go home at the end of the school day and thoroughly cleaned.

- If children use drinking cups through the day they must be thoroughly sanitized at different points during the day and they must not be shared.
- Children will put coats on the backs of chairs, they will not be stored near other children's coats.
- Children need to come to school in full uniform.
- Children must not bite, spit or cough towards other people in school.
- If this occurs, the child's parent must be informed and the child will be removed from class initially and SMT will plan next steps. Exclusion from school will be used as a last resort

Rewards and Sanctions

Rewards

1. 'We like it when statements.....' need to be developed with the class.
They need to be in line with the School's Core Values and they need to be adapted in light of Coronavirus guidance.

For example:

We like it when everyone washes their hands when they are told

We like it when people catch their coughs and sneezes in a tissue

We like it when people stand 2 metres apart

We like it when everyone works together to keep each other safe and well

We like it when people stay in their places

We like it when everyone follows adult's instructions

We like it when statements need to be very clearly displayed along with any other signs needed in the classroom and must be constantly reinforced and discussed with the children.

Children will be rewarded with class Dojo points.

No more than 10 per child will be awarded per day.

Children who earn 10 Dojos during a day will receive a small reward, this could be a small sweet, sticker or certificate.

On returning to school, the class bubble decides what their reward will be when they have collected all their **1000** Dojo points

Rewards must be something the bubble can do together; it must not involve bringing things from home or leaving the school grounds or sharing resources with another group.

Examples could be

- Craft afternoon
- Film afternoon
- Escape room

3. Once the 1000 class Dojos have been collected, parents are informed about the reward afternoon.

4. Reward afternoon is held

5. Then new reward activity is chosen.

6. Dojos will be given when a child is following the School's Core Values and the adaptations made as a result of the Coronavirus guidance's.

Sanctions

In the unfortunate event of misbehaviour, pupils will be given clear, explicit warnings and reminders of appropriate choices.

They will also be encouraged to use their Zones of Regulation.

The sun and cloud system will be used and children will lose minutes from playtime or lunchtime.

If a child reaches the Thunder cloud, they will not earn any playtime and only 30 minutes of lunchtime and Parents/carers must be informed at the end of the school day.

There may be times when a child needs to be removed from the bubble due to their behaviour putting themselves and others in danger.

Time outs will be arranged in separate areas so that there are no cross-bubble interactions. DHT, AHT and Pastoral Manager and other TEAM TEACHED trained adults are to support this.

If a child needs to be removed from the bubble, parents need to be contacted before the end of the school day and discussions are to be had and next steps planned.

In the event there are recurring incidents after discussions with parents which pose a risk to pupils and staff, parents will be contacted again, and children will be collected from school to ensure the safety of themselves and others. This will only be used as a last resort.

If any adverse behaviours take place that could affect the health or safety of individual pupils or staff, then an individual risk assessment will be completed to review the safety of that child in school site during the pandemic restrictions.

Spitting, physical attacks, refusal to comply with H&S/ social distancing requirements that could heighten the risk of harm to others could result in exclusion, which will be decided by the Head Teacher.

Every effort must be made to intervene quickly to encourage the child to make right choices. De-escalation strategies must be used to try and change behaviours being demonstrated.

SEND

Children returning to school with known social, emotional or behavioural difficulties must have an individual risk assessment completed by the School's SENCO. This must outline strategies to manage behaviours and limit incidents occurring. It must also outline clearly for staff, parents and the child what the consequences will be for inappropriate behaviour and behaviour that will put the Health and Safety of others at risk.

These children will also be provided with their own Zones of Regulation space and their own charts and resources. These identified children must be encouraged to use their Zones of Regulations as this will be part of their individual action plans.

<p>All de-escalation techniques outlined in the behaviour policy must still be used to prevent these incidents happening. Staff must communicate and support each other. TEAM TEACH must only be used in cases which put others or themselves at risk as Safeguarding overrides any other measures.</p> <p>Incidents of the moderate to the very high level must be recorded on CPOMS.</p>	
Low level behaviours	
<p>Wandering about Calling out Interrupting staff when talking to whole class / group Interrupting conversations Distracting / annoying other pupils Not responding to staff member's initial requests to work or follow instructions Talking to other pupils at inappropriate times Silly noises Pushing/pulling others in line Wasting time, not finishing work Making offhand comments (one occasion) Minor challenges authority i.e. one refusal Not following instructions given in line with Health and Safety guidance for Coronavirus</p>	<p>Follow behaviour policy steps, specific praise around the child to be used with rewards. 1-1 dialogue to be had outlining what is expected. Use of time out chair or space in bubble. Use cloud system All de-escalation strategies to be used. Distraction, changing of activity, change of person. Removal of playtimes etc. No Dojos, limit time in whole class reward. Additional support may be given. Following Risk Assessment document outlined for child if they have SEN needs</p>
Moderate level	
<p>Deliberately being disruptive Deliberately creating a disturbance Swearing (before warnings) Repeatedly annoying other pupils General refusal to do anything Continued or more challenge to authority - answering back etc Offensive name-calling Throwing small "missiles" i.e. rubbers etc as a disruption rather than aggression Rough behaviour Not following Health and Safety measures in place for Coronavirus</p>	<p>Steps outlined in low level to be used first Use of Zones of Regulations Use of Time Out and Safe spaces</p> <p>Removal from class for time out. If child will not go willingly then possible, use of TEAM TEACH guides Discussion with DHT or AHT around behaviour, possible work outside of class in identified area. Work around Health and Safety measures.</p> <p>Parents informed and advised if behaviour continues child will be sent home</p>
High level	

<p>Physical / aggressive behaviour with intent to harm</p> <p>Damaging school or someone else's property</p> <p>Stealing</p> <p>Deliberate name calling racist, homophobic or sexual comments</p> <p>Serious challenges to authority, i.e. Deliberately leaving class without permission (first time)</p> <p>Repeated refusal to complete set tasks</p> <p>Not following Health and Safety measures in place for Coronavirus</p> <p>Spitting at people</p> <p>Biting children or staff</p> <p>Coughing in people's faces</p>	<p>Steps outlined in low level to be used first</p> <p>Use of Zones of Regulations</p> <p>Use of Time Out and Safe spaces</p> <p>Removal from class for time out. If child will not go willingly then possible, use of TEAM TEACH Guides</p> <p>Discussion with DHT, AHT or Pastoral around behaviour, possible work outside of class in identified area.</p> <p>Possible temporary exclusion from school especially if not following Health and Safety guideline set to minimise transmission of coronavirus.</p>
Very High level	
<p>Taken from the National Standard List of reasons for exclusion from the DfES persistent disruptive behaviour includes:</p> <p>severe challenging behaviour</p> <p>persistent disobedience</p> <p>persistent violation of school rules, extreme, dangerous or violent behaviour towards themselves, other pupils or members of staff. This includes:</p> <p>running out of school buildings</p> <p>fighting</p> <p>wounding</p> <p>obstruction or jostling which could constitute a form of bullying</p> <p>carrying offensive weapon</p> <p>deliberately throwing "missiles" either in aggression, in temper or to harm</p> <p>Repeated or aggressive verbal abuse towards members of staff or pupils including:</p> <p>threatened violence</p> <p>repeated or aggressive swearing</p> <p>persistent taunting</p> <p>derogatory racist statements</p> <p>swearing, graffiti that can be attributed to racist characteristics</p> <p>severe verbal intimidation</p> <p>Persistent Bullying- mental, verbal and physical</p> <p>Lewd behaviour, assault or abuse of sexual nature</p> <p>Bringing cigarettes, matches, lighters into school and/ or smoking on the premises.</p>	<p>Steps outlined in low level to be used first</p> <p>Use of Zones of Regulations</p> <p>Use of Time Out and Safe spaces</p> <p>Removal from class, parents informed, child taken home, child sent home. If child will not go willingly then possible use of TEAM TEACH guides</p> <p>Parents informed, child sent home.</p> <p>Possible temporary or fixed exclusion from school especially if not following Health and Safety guideline set to minimise transmission of Coronavirus</p>

In certain circumstances and for the safety of the pupils and staff in school, we may screen and search pupils and confiscate property in accordance with national guidance.	
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DFE guidance on exclusions must be followed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Appendix 1

Teaching resources

Corvid 19 resources

<https://www.nhs.uk/guidance/for-children-and-young-people/covid-19-support-for-children-and-young-people/>
 Variety of resources for all ages on health matters, corvid, handwashing, mental health.

<https://www.devon.gov.uk/coronavirus-advice-in-devon/document/resources-for-children/>

Variety of resources for all ages on Corvid 19, stories and social stories

<https://www.e-bug.eu/>

Variety of resources from PHE on how viruses are transmitted and handwashing for KS 1 and KS 2

<https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/supporting-children-in-your-setting-coronavirus/>

Dr Dog explains Corvid 19

<https://www.twinkl.co.uk/resource/dr-dog-ebook-eyfs-t-p-843>

2meter apart activity

<https://cdn-busybees.ams3.digitaloceanspaces.com/downloads/twoMetreActivity.pdf>

Handwashing song

<https://cdn-busybees.ams3.digitaloceanspaces.com/downloads/handWashingSongActivity.pdf>

Talking to children about Corvid 19

<https://www.brighthorizons.com/family-resources/talking-to-children-about-covid19>

<https://www.bbc.co.uk/bitesize/dailylessons> (General Curriculum resources and some PSHE resources)

<https://www.thenational.academy/> (General Curriculum resources)

<https://kidshealth.org/en/parents/coronavirus-how-talk-child.html> (this might help you to talk to your class about Coronavirus)

<https://ineqe.com/2020/03/20/animation-story-book-explains-the-coronavirus-to-children/>

<https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/supporting-children-in-your-setting-coronavirus/>

Anti-Bullying Resources

<https://www.anti-bullyingalliance.org.uk/anti-bullying-week/school-tools/primary-school-pack>

<https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources>

<https://bullyingnoway.gov.au/NationalDay/ForSchools/ClassActivities>

<https://www.kidscape.org.uk/resources/>

<https://www.bbc.co.uk/programmes/articles/5w7nscs7JM5r7GPvTBjGIDX/anti-bullying-week-resources>

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/celebrating-difference-schools/primary-school-pack>

https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Top-Tips.pdf

<https://www.stopbullying.gov/resources/kids>

<https://www.twinkl.co.uk/event/anti-bullying-week-2020>

<https://bucketfillers101.com/free-resources/>

<https://www.twinkl.co.uk/resources/story-books/e-h-story-books-story-primary-resources-english-key-stage-1/have-you-filled-a-bucket-today-story-primary-teaching-resources>

<https://www.youtube.com/watch?v=G3u-jUvANN8>

https://www.youtube.com/watch?v=A5R6-2m_qHk

DFE Documents Corvid 19

All of the Department for Education's coronavirus guidance for educational settings can be found in one place on GOV.UK at: <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

