Behaviour Policy Addendum – June 2020

Children who attend a school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.

https://www.gov.uk/government/publications/school-attendance

Please note these are in addition to the school Behaviour Policy, which will remain in place (unless specific elements are not possible due to social distancing e.g. Star of the Week Assemblies which will take place in your 'bubbles' for the children in school and on Weduc for your children learning at home)

Vulnerable Children

A proportion of vulnerable will be attending school daily or part-time. The routine for these children has been devised based on their needs and will continue as school opens to a wider number of children. Certain vulnerable children are currently at home. Some of these children are at home as their parents do not feel it is a safe time to return to school. Some are at home as they are high risk individuals and their usual behaviour deems them highly unlikely to be able to follow the school's new rules and routines and would therefore be as safe or safer at home. All pupils are risk assessed and assessed as safe in the school or home environment for the proportion of time they are there. A plan is in place to monitor and support vulnerable children at home.

SEND children

As above some SEND pupils are currently in school daily. IEPs are available for these children and will support bubble leaders plan the daily routine for these children. Individual work packs are being used for certain SEND children that are at home and that cannot access the usual home learning tasks. Children within school are grouped with known staff wherever possible and supported by appropriate adult ratios to individual needs.

Staff Conduct and Wellbeing

Staff must adhere to the social distancing measures in place whenever possible and remind children of these where needed, for their and the children's safety. Government guidance states that children may not be able to maintain 2 metre distancing. Staff must take care to make sure that children follow this as much as possible (age and stage dependent) using gentle reminders and positive reinforcement. There may be times when children who are upset go to staff and require comforting in an age appropriate and professional way. Communal areas such as staff toilets and the staffroom must be used by a limited number of staff at once, which will be made clear by signage.

Staff must continue to adhere to the government guidelines about social distancing outside of school, in order to protect themselves and other members of the school community.

Pupil Conduct and Wellbeing

The school's usual behaviour rules for pupils are still relevant in this new scenario, however, there are additional rules and routines pupils must now be aware of and follow (see page X). School will need to undertake a risk assessment for any pupil unable to follow the school's current and amended rules and may be unable to attend the school setting as a result. This is should reduce the necessity to utilise TeamTeach positive handling techniques.

Pupil wellbeing is paramount during their time in school. Children will be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. A wellbeing questionnaire will be sent to parents of those children returning to help us plan for their return. All children will be in small bubbles and, wherever possible, have two adults to care for them during their time in school. Children will be given regular opportunities to discuss their worries and concerns. A DSL or Deputy will also be onsite daily to act on any concerns causing alarm.

Should children in Year 6 return, they will experience transition talks and activities to help prepare them for secondary school in September.

The school references the following government document in its plans for wellbeing of all.

https://www.gov.uk/guidance/supporting-pupils-wellbeing#staying-in-contact-with-and-identifying-staff-who-need-additional-support

Parent Conduct and Wellbeing

Parents have been updated and consulted throughout the period of school closure. Teachers regularly update the website and parent app to support parents with home learning. Parental feedback has also led to changes in the home learning as an ongoing process. Parents have received regular letters from the Head teacher informing them of the latest Government advice/guidance and school's planning.

Parents of pupils who have returned/are returning to school have received/will receive clear guidance on the expectation upon them. Parents will be given a specific drop off and collection time and be advised about social distancing across the site. Parents are aware that they are NOT allowed into school at this time.

Parents are able to communicate with staff via phone, email or Weduc and we aim for a quick response to queries.

Online Safe Behaviour at Home

Resources about keeping children safe online have been shared with parents via the school website. School staff set work through the school website, Weduc, and Purple Mash; GDPR compliant and safe use sites. Staff are not required to host any 'live' lessons for groups of children outside of school. Any 'live' interactions e.g. for SEN 1:1 video sessions will follow the Safeguarding Addendum. When interacting with other children or staff online, children (and staff) 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. Any inappropriate comments to staff online, via email, 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.

Online Safe Behaviour in School

The school's current Acceptable Use Policy and E-safety policy remain in place. Children are supervised using laptops and only set work using teacher approved sites.

Changes to School Rules and Routines

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.

The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.

Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance. Children will enter individually and will go straight to their designated classroom, washing their hands first and keeping a 2m distance from any other individual.

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 using the markers on the floors as a guide.

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

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel as entering school, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, advice 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 rules and routines they will require a risk assessment to be conducted and may be unable to attend school.

Social Distancing

Depending on their age and stage of learning, children will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Children in Key Stage 2 will have their own desk spaced 2m apart from others. When children enter their classroom, they will be expected to put their belongings away then go straight to their table. Children will put their hand up if they need an adult's support, and will not get out of their seats without asking.

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 group will have their own designated toilets to use. Children will only use the toilets one at a time. When a child has finished in the toilet, they must wash their hands and dry them with paper towels.

Break and Lunch times

Children will have a designated place to play during break times. They will have their own equipment that will be cleaned after use.

Children will be expected to remain socially distant from both peers and adults during break times, unless in emergencies, such as when requiring first aid.

To help with this, school staff will provide appropriate equipment and teach them activities that are able to be done whilst socially distancing.

Children must stay on the playground in sight at all times.

Lunch will be eaten in their classrooms. Children will eat at their table or in their own space. Children will have packed lunches they have brought in or had provided through school. They must wash their hands before and after eating, and place all rubbish in the bins provided.

Rewards

The house point system will not be in use during Covid-19. Children, instead will be given Marvellous me badges for rewards. 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. 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.

Traffic Light System

Children will be returning to school with many different needs and will be unfamiliar with the routines of school. It is important for staff to spend time reaffirming the expectations of the children in terms of their behaviour, and teachers should use their judgement as to when they should begin using the Traffic Light System with the children once they have settled into routines and know the expectations of them.

Staff should begin by using a restorative approach for any children not following the agreed rules before moving to the Traffic Light System.

There are some changes to the Traffic Light System to account for social distancing and bubble guidelines:

Red Cards
To be carried out in classroom/playground and recorded electronically.

Playtime exclusion
Contact a senior member of staff via email or walkie-talkie. If agreed, these are to be carried out in classroom/playground and recorded electronically.

Internal exclusion
These cannot be conducted safely currently so their use will be suspended. For cumulative behaviours which should lead to an internal exclusion, an additional Playtime Exclusion may be deemed appropriate, or senior leaders may need issue an external exclusion. For this stage, a senior leader would contact parents and discuss the concerns around behaviour.

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 bubble or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

1. Referral to Senior Leader
2. Parents/Carers called to collect child from school immediately
3. Immediate swap from onsite education offer to online/virtual education offer
4. Fixed term exclusion
5. Permanent exclusion

Restorative Approaches

A restorative approach offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches *The focus is on:*	Restorative Approaches *The focus is on:*
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	*and, as a result;*
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. There is a shift from one model of discipline to the other, at a pace appropriate to the school.

What is a restorative response to harm or conflict?
Those affected are invited to share:

1. What has happened.

2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.

3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

• establish a respectful rapport with people;

• listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;

• inspire a sense of safety and trust;

• encourage people to express their thoughts, feelings and needs appropriately;

• appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;

• encourage those involved in the problem to find their own solutions.

This learning framework can be used in a wide range of contexts:

• A one-way conversation, with one person listening and asking questions and the other talking

• A two-way conversation, with both people taking turns to ask and answer questions

• A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship*

• A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play (sometimes called a 'Restorative Conference')*

• A facilitated circle involving part or all of a class, a staff team or a group of residents*

*If possible due to social distancing guidelines

What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

• Effective communication;

• Relationship, and even friendship;

• Empathy and understanding for the other's perspective;

• Respect;

• Understanding the impact of one's own behaviour on others;

• Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

What are the key elements of Restorative Approaches?

Restorative Approaches are value–based and needs–led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community, young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon these basic principles:

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Such principles and values not only underpin the more formal Restorative Approaches described above, but they can also be practised in our informal, day-to-day interaction with others. Adults who do this 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes. In doing so, these adults may well be providing a positive 'social learning context' not readily available to some young people in other areas of their lives.

Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility
- People feeling more supported when things go wrong
- A calmer, quieter and more productive learning environment.

ST MATTHEW'S
CE PRIMARY SCHOOL

Expectations of Children – Summer 2020

Please use this as a guide to support creating a new 'Bubble Charter' including Bubble expectations

Things to consider (age and stage appropriate):

• following any altered routines for arrival or departure
• following school instructions on hygiene, such as handwashing and sanitising
• following instructions on who pupils can socialise with at school
• moving around the classroom and the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
• expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
• tell an adult if you are experiencing symptoms of coronavirus
• rules about sharing any equipment or other items including drinking bottles
• amended expectations about breaks or play times, including where children may or may not play
• use of toilets
• clear rules about coughing or spitting at or towards any other person
• clear rules for pupils at home about conduct in relation to remote education
• rewards and sanction system where appropriate

Signed by all 'bubble members'.

Please identify any reasonable adjustments that need to be made for children with SEND etc.