

Stanford Junior and Infant School



COVID-19 School Arrangements for Behaviour

***“Living Together,
Learning Together”***

Prepared by Senior Leadership Team: May 2020
Last Review: May 2020
Date of next Review: May 2021 unless required earlier

Stanford Junior and Infant School

Context

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of Stanford Junior and Infant School Behaviour policy contains details of our individual arrangements in the following areas:

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Context

At Stanford Junior and Infant School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in the current Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

These adjustments are set out below:

Vulnerable Children

A proportion of vulnerable children are currently in school daily. 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. All pupils are risk assessed and assessed as safe in the school or home environment. Weekly calls are made to any vulnerable children at home weekly.

SEND children

As above some SEND pupils are currently in school daily, whereas others are at home. Individual work packs are being produced and sent home 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 and supported by appropriate adult ratios to individual needs.

Staff Conduct and Wellbeing

The school's usual staff code of conduct is still relevant in the new school scenario. Staff are working in a new way, following new guidelines and their mental wellbeing is paramount. Staff have been consulted over the school's risk assessment and allowed to voice concerns over returning. The school's opening plan has taken into consideration staff viewpoints and union guidance. Staff are supported by one another and are able to take a break of reasonable length. Staff have been directed to mental health resources that can support them if needed and the school has a designated Mental Health Lead (C Smith) overseen by the school's business Manager (D King) should staff require individual support.

Staff must adhere to the 2 metre social distancing rules in place and remind children of these where needed and at all times, for their and the children's safety. As our risk assessment states, whilst control measures are in place to ensure social distancing, the risks remain high. Although adults will adhere to the 2 metre rule where reasonable practicable, there is no guarantee that the children will adhere to control measures to distance themselves from each other or from adults. Staff must take care to make sure that children follow this with regards to themselves, with gentle reminders. There may be times when children go to staff upset and need to be comforted in an age appropriate way. Communal areas such as staff toilets and the staffroom must be used by a limited number of staff at once. One staff member per toilet area and six per staffroom. Each room has a maximum capacity poster on display,

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 the new school scenario, however, there are additional rules and routines pupils must now be aware of - the school's risk assessment details the preventative measures in place.

During this time in school, staffs are still expected to use Team Teach techniques and should ask for advice from the Head teacher if a difficult situation arises.

Pupil wellbeing is also 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. All children will be in small groups and have at least one adult to safeguard them during their time in school. Part of the children's curriculum will be PSHE to discuss their worries and concerns. DSL and DDSL including Learning Mentor will be onsite daily to act on any concerns causing alarm.

Children in Year 6 will experience transition information and activities online 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/Carer Conduct and Wellbeing

Parents/carers have been updated and communicated with throughout the period of school closure. Teachers regularly update the website to support parents in home schooling. Parents/carers have received regular letters from the Head teacher and Local Authority informing them of the latest Government advice/guidance and school's planning. Regular text messages and updates have also been shared to ensure continued positive communication.

Parents/carers of pupils who have returned/are returning to school have received clear guidance on the expectation upon them. Parents will be given a specific drop off and collection time and be informed about the preventative measures in place at school. Parents/carers are aware that they are to drop their child/ren at the gate and are NOT allowed into school at this time- both on the playground and in the school office.

Parents/carers are able to communicate with staff via the school office and receive quick responses to queries either by phone or school email.

Online Safe Behaviour in School

The school's current acceptable use policy and E safety policy is still in place. The school monitors children and staff use online through Smooth wall Monitor. Children are supervised using laptops and only set work using teacher approved sites.

Online Safe Behaviour at Home

Resources about keeping children safe online have been shared with parents. The school staff set work through the school website and currently Purple Mash both GDPR compliant and

safe use sites. Staff are not interacting with children in any 'live' lessons. If 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.

Pupil's working from home.

If interacting with other pupils or staff online, students 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.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. 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.

Changes to School Rules and Routines

Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance (KS1 Playground or KS2 playground). Children will enter individually and will go straight to their designated Bubble, keeping a 2m distance from any other individual. Markers have been created in the playground to help and support pupils with the 2m distance.

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.

The pupils will be supervised by their Bubble lead/staff at all times.

Movement around the school will be limited and will use a one way system where possible. When the children leave their Bubble room to go outside for break, lunch or outdoor learning, they will work to ensure to keep 2m from peers and adults.

Hand washing and Hygiene

Children will be expected to follow all hand washing 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, mantra 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. Lidded, pedal bins are in each Bubble to place tissues and will be double bagged throughout the day.

Should a child refuse to follow these routines, after supportive reminders, behaviour

procedures and sanctions may be used which could result in the child not accessing the school.

Social Distancing

Children will be supported to socially distance from their peers and adults in school and on the playground/field at all times. All pupils will have their own table spaced 2m apart. When children enter their Bubble room, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats without asking. Should a child refuse to follow social distancing measures, behaviour procedures and sanctions will be used.

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. Reminders, posters, curriculum and web support, modelling, carpet symbols etc will support the implementation of these preventative measures.

Toilets

Each Bubble will have their own toilets to use. This information will be shared with the children. Children will only use the toilets one at a time (this may not be possible with nursery and reception children) and be supervised by an adult through the corridors and at the toilets at all times. When a child has finished in the toilet, they must close the lid (where applicable), flush the toilet and then wash their hands before returning to their Bubble room. Posters are displayed and reminders will be given.

Break and Lunch times

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

Children will be expected to remain socially distant from both peers and adults during break times. Children must stay on the playground or field in sight at all times.

Pupils will be supervised by staff.

Lunch will be eaten in their classrooms or a picnic with social distancing in place at all times. 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.

Rewards

The house point system or the Polite Point system will not be in use during Covid-19. Children, instead can be given virtual Bubble Points where this is recorded by the class teacher on the board/ wall. Rewards such as Stars of the Day and tidiest table etc. can still continue. 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.

Creating a class Charter is key, with clear rules and expectations to be adhered to. All Bubbles are to create a class charter with clear rules to follow and must be displayed in and referred to in each Bubble room.

Behaviour procedures

The Plan that all staff follow within school, has been amended during Covid- 19. Time out in another class is no longer an option due to staff capacity and safety measures in place for Covid-19. The amended plan is explained below:

DISCOURAGING POOR BEHAVIOUR:

Sometimes the expected behaviour is not demonstrated and it may be necessary to use sanctions to promote the expected behaviour from an individual child. In the first instance, the class teacher is responsible for the day to day behaviour of the children within their Bubble; however, all members of staff will also have consistent expectations for how children are to behave within the school and their Bubble and when they are representing the school outside. These expectations will continue to be modelled and encouraged throughout the day. A range of strategies will be used, including reminders, praise, support, modelling etc. to encourage positive behaviour choices.

Inappropriate behaviour is dealt with calmly and quietly in line with the schools' Code of Conduct. Sanctions available to staff may include:

- Verbal Warning/name on board
- Loss of free time (play/ lunch) for reflection with Bubble staff
- Continued unacceptable behaviour will result in the Deputy Head (Behaviour Lead) talking with the child and parents may also be contacted.
- Internal exclusion- Pupil is removed from their Bubble, parents will be contacted and sent home

MANAGEMENT OF POOR BEHAVIOUR:

Wherever possible staff should:

- Deal with incidents calmly and quietly, causing as little disruption to the general proceedings as possible.
- Use the 3 R's when dealing with incidents: Regulate, Relate, Reason/Repair
- Explain to the children why their behaviour is unacceptable.
- Work together to make each Bubble a place where children and adults can work together happily and successfully.
- Follow the agreed 3 card system; Pink, Amber and Red

DISCIPLINARY STEPS

At Stanford Junior and Infant School we use the 3 Card System for managing poor behaviour: **Pink, Amber and Red.**

PINK -

If a child breaks part of the Code of Conduct or the Class Charter, they will be given a pink card and told, "...this is your reminder to make the right choice". If the child continues to

make the right choices throughout the remainder of the lesson, the card will be taken back and no further consequences applied.

AMBER -

If the child continues to make the wrong choices, they will be given an amber card and told, "...you were asked to make the right choice, but have not done so. At playtime you will stay in the class Bubble and complete a Reflection Sheet (with a Bubble staff member) to think about the choices you have made." This may include aggression, inappropriate or foul language, continued low level disruption, continued refusal to follow social distancing rules.

The Reflection Sheets will be scanned to Cpoms and monitored each week. If a child receives 2 amber cards in a week a phone call and text will be sent to the parent/carers and this will be monitored closely. If this continues into the following week, a letter will be sent to parents and a phone call will be arranged to discuss behaviour and strategies forward with SLT.

RED -

If the wrong choices continue to be made, the child will receive a red card. The child will be told 'You have made the choice to spend some time to reflect on your behaviour and the choices you've made'. The pupil will miss their next break time and will complete a Reflection Sheet. Parents/carers are also informed, usually by text, if their son/daughter has received a Red Card and details of the incident will be shared. If 2 red cards are received in a week, a phone call will be arranged with parents and the pupil will be sent home. Aggression or spitting towards another pupil will automatically result in a Red card and possible contact with parents to send their child home, support from parents will also be required.

All incidents resulting in an Amber or Red Card will be recorded on CPOMs, the school's system for monitoring safeguarding and behaviour concerns.

INTERNAL EXCLUSION

During Covid-19, internal exclusion will not be able to happen, due to staffing restrictions, and guidelines outlined in the DfE documents. Depending on the incident, which would usually result in internal exclusion, parents will be contacted and asked to support, and if needed, the child will be sent home.

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 Bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. Reducing the risk to others is important. The following sanctions and disciplinary procedures can be used:

The process will include -

- Support and reminders
- Investigation
- Parent/carers engagement
- Actions which may include a decision on whether the pupil can continue to access the school

- If parents/ carers refuse to engage, then we may no choice but to explain that their child will have to be educated off site.

RESTORATIVE APPROACHES

Staff intervention to support the regulation of behaviour is based on pupils' level of development and understanding. Interventions are necessary to help regulate and develop behaviour positively and are designed using restorative principles and through Restorative Approaches. It is the belief of the school and 'interventions' which are restorative by nature are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be present further.

There are many opportunities when Restorative Approaches can be used. Restorative Approaches allow for that, taking focus away from behaviour displayed but looking at the social and emotional impact on both victim/s and perpetrator and looking beyond what is displayed, exploring antecedents and providing an opportunity to develop skills and understanding of how to minimise the behaviour communicated.

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Regulate, Relate, Reason/Repair when dealing with incidents
- Planned support strategies, including sensory breaks, mentoring and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, hand gestures and so on.
- Positive reinforcement
- Consistent modelling of positive behaviours and desired behaviours from all staff.

RECORDING AND MONITORING OF INCIDENTS

In school we log any significant incident on CPOMS, a secure database, along with the action taken. These are monitored by the Head teacher, Deputy Head and SLT.

During Covid-19, Cpoms system will continue to be used for behaviour incidents, recording of meeting and phone calls, safeguarding and any other important information. Positives to also be recorded of the pupils within the staff members Bubble.

Teaching staff's alerts have been updated to include the year groups they will be teaching within their Bubbles.

If a child has repeated or persistent incidents, the log is used to track when these occur. This can help to identify a trigger or pattern of behaviour, and enable support or strategies to be put in place for times when the child finds situations difficult.

Often, upsetting experiences at home can lead to a child misbehaving or hurting other children in school. During Covid-19, pupil's anxiety levels will be heightened and also pupils may have experienced loss or bereavement. It is extremely helpful for parents to let us know if anything at home is upsetting or worrying a child. If it is felt necessary by the Head teacher,

Deputy or Learning Mentors, and in discussion with parents (unless there are concerns for the child's safety), other professionals may be consulted or informed. Further information about this can be found in our Safeguarding policy.

Under Race Relations (Amendment) Act 2000 and Home Office Code of Practice on recording and reporting racist incidents (2000) schools are required to record and investigate all racist and homophobic incidents and report them to the Local Authority on a regular basis. These will continue during Covid19. 'A racist incident is any incident which is perceived to be racist by the victim or any other person.' This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem. Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

Positive Handling & Team Teach

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. At Stanford Junior and Infant School, we use Team teach to do this.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Head teacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Where a child may need very close contact, it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread.

Signed By

Chair of Governors: 

Date: July 2020

Headteacher: 

Date: July 2020

Review Date	Amendments	Approved Date
May 2020	Policy Written	July 2020 - Email