

BEHAVIOUR POLICY

ADDENDUM



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This addendum has been written taking into account the Government guidelines for the return to school guidance following COVID-19 pandemic – with particular reference to Annex A

Signed:

Signed:

Headteacher:

Chair of Governors:

Date:

Date:

Behaviour Policy Addendum

Annex A: Behaviour principles

Annex A behaviour principles – suggestions from the DfE	How we will comply with these suggestions
Following any altered routines for arrival or departure	<ul style="list-style-type: none"> • Children to only arrive at school accompanied by one adult. • One way system for child and adult to follow – non-negotiable. • Entry to school unaided - as no adults permitted to enter the building. • Children to only leave the building by collection from the classroom door by one adult, following the one-way system. • All arrivals and departures are supported by the adult in the child's care. If entry looks fraught, then support by recirculating the building may be necessary and retry entry to the school.
Following school instructions on hygiene, such as handwashing and sanitising	<ul style="list-style-type: none"> • Handwashing and sanitation is a non-negotiable and expected. • Singing short songs, e.g Happy Birthday Big, Fish – little fish, etc... may be good and supportive of this. • Praise and rewards for children doing this, particularly the younger children. • Giving reasons for doing this – is also a task that needs rewarding. • If non-compliant then time out of task, until handwashing is completed. • Socially distanced line for handwashing in small bubbles.
Following instructions on who pupils can socialise with at school	<ul style="list-style-type: none"> • Clear boundaries established on Day 1 that this is the Bubble of children. The bubble may grow in size but other bubbles will never, ever mix together. • Explain to the children how they are special in the bubble they are in. • Explain rules about knowing who is in the bubble, how many people there are and getting used to counting children themselves. • Explain playtime rules – these are the only children to play with. Think of some games to play together sensibly. • Clear focus planned for outdoor session to give the children a focus. • Explain the importance of staying in the classroom. No children allowed at any time, into the learning street. • Can the children design a reminder poster for the door?

<p>Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)</p>	<ul style="list-style-type: none"> • Movement around the school is limited and is always with one of the adults that is from within the bubble of children. • Ensure children remain the bubble – supervised when visiting the toilets. • Key adult from the bubble always with groups of children. At no time should the children be unsupervised.
<p>Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</p>	<ul style="list-style-type: none"> • Posters displayed about the 'catch it, kill it, bin it' message as well as the posters from the government guidance documentation. • Lesson provided are also good – especially for KS2 children. • Strict measures for handwashing and putting tissues in a lidded bin. • Explore issues with the children and create potential debates... e.g. Is a lidded bin essential to open up schools? Why? Why should we double bin liner all bins – does this not waste plastic? • Discuss germs and how they can keep us healthy but also cause us harm. • Posters about things we should not do... pick our nose, scratch our skin, rub eyes with fingers, etc...
<p>Tell an adult if you are experiencing symptoms of coronavirus</p>	<ul style="list-style-type: none"> • Reinforce that any child feeling poorly we will do the necessary checks, e.g. take temperature, etc... • Monitor any coughs or sneezes in school. • Be hyper vigilant for any symptoms of childhood diseases as well as hay fever at present
<p>Rules about sharing any equipment or other items including drinking bottles</p>	<ul style="list-style-type: none"> • Reinforce each child having their own workstation – they must not move at all from this workstation. • All personal possession should be on the workstations, e.g. own water bottle. • If no water bottle is brought to school – parents will be asked to return with one, or to purchase one for the day. • The children have their own pencil case. They are responsible for their pencil case and must look after it. • They are responsible for tidy workstations at the end of every session and must keep it tidy and well looked after. (Tidy table reward) • Reinforce the sharing of items at this time is not permitted.
<p>Amended expectations about breaks or play times, including</p>	<ul style="list-style-type: none"> • Clarify the play time and lunch time play spaces with the children. Where are they going to spend their

<p>where children may or may not play</p>	<p>time outside? Reinforce they can't change over or join another group.</p> <ul style="list-style-type: none"> • Reinforce why the rules are in place – to keep them safe.
<p>Use of toilets</p>	<ul style="list-style-type: none"> • Children must ask to go to the toilet at any time. • Each toilet visit will be supervised, so the toilet can be cleaned. • Separate bubble toilets have been established and must be adhered to, • Reinforce toilet with sanitary bins for UKS2 girls. • Adult to clean toilet after each child's use.
<p>Clear rules about coughing or spitting at or towards any other person</p>	<ul style="list-style-type: none"> • Reinforce the rules of society. 'Rule of Law' as part of our work on British Values. • How does rules of law fit into the behaviour policy? • Set a bubble charter – the agreement of the bubble. What is acceptable and unacceptable... • Have this bubble charter on display for all to see. • Bubble charter to include the positives but also give clear positions of the 'Rule of Law' ... e.g. spitting behaviours or coughing at people. • Explain the severity of this. • Spitting at other children or staff is excludable and this will be adhered to. (Risk assessments in place as a precaution, if we think this could happen – set and agreed with parents/carers)
<p>Clear rules for pupils at home about conduct in relation to remote education</p>	<ul style="list-style-type: none"> • Ensuring e-safety at all times • Keeping in touch with the teacher at least weekly. • Setting a clear routine • Getting up and dressed ready to start work each morning. • Keeping a good, healthy routine, academic work as well as exercise with parental supervision as well as keeping mentally safe.
<p>Rewards and sanction system where appropriate</p>	<ul style="list-style-type: none"> • DoJo rewards in place and rewarded as agreed for home-school learning as well as in school work. • Time out of task if not complying. • Writing apology letter – when in a place to do so. Safe space in the classroom to ensure they are coming down from the assault cycle recovery model. • Talk through the issues as they arise, when they are in a place to do so... this may not be at the time this took place, as a recovery time needs to be built in. • Sanctions of time out and time with lead, in exceptional circumstances if needed.

<p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour. E.g. The DFE guidance states ‘It is recognised that some children and young people with special educational needs present behaviours that are challenging to manage in the current context, such as spitting uncontrollably. It will be impossible to provide the care that some children and young people need without close hands-on contact. In these circumstances, staff need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces. We recommend that educational settings follow the Public Health England guidance on cleaning in non-healthcare settings.’</p>	<ul style="list-style-type: none"> • 1:1 plans in place for any child that needs additional support with reintegration into school. • If a shorter day is applicable, school will make the necessary arrangements for this. • SENCO and class teacher, the two people best equipped to deal with this, must make the necessary plans to ensure the child’s needs are met. • Children with an EHCP – to be planned for to ensure the school is making every effort to support the child back to school.
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Additional IW Guidance / Principles (Behaviour)

Suggested principles for behaviour	How school is affected?	Key action to take...
<p>In planning the return of pupils, consider the profile of each ‘bubble’ you have planned. Look at phasing the return of each pupil individually e.g. If a pupil is known to have high anxiety / behavioural issues it may be more appropriate to phase their return more slowly, or earlier, to best allow the</p>	<p>Bubble profiles considered very carefully based on the following criteria:</p> <ul style="list-style-type: none"> • Pupil to pupil relationships & friendship groups • Secondary school groupings • Relationship with the adult(s) • What if child X returns statement – thinking 	

<p>whole cohort to settle and adapt to new rules and expectations,</p>	<p>ahead to widening and growing bubbles in the future</p> <ul style="list-style-type: none"> • Mental wellbeing • Keeping bubbles as small as possible in the first instance. <p>How can we still use therapeutic intervention for some children in phasing back into school? Small group introduction, especially in younger classes.</p>	
<p>Complete individual risk assessments for pupils where behaviour is known to be more challenging and identify how you can / will mitigate the risks.</p>	<p>Complete risk assessment between the SENCO and the class teacher SENCO to lead a bubble with one of the children – so needs analysis can be seen and structured. Ways to cope and mechanism of support can be explored. What does the child and how can we build on positives? How can we ensure the safe working practise of everyone in the bubble?</p>	<p>Risk assessment to be shared with Y1 pupils parents and YR pupils parents</p>
<p>Where the schools identify a pupil who is returning on a different timetable to the schools' 'new normal' the risk assessment and plan in addition to sharing with parents should be sent to the Local Authority Inclusion Manager who will review and where appropriate will offer support and advice – karen.pothecary@iow.gov.uk</p>	<p>RD to liaise with KP if the need arises. Specific children in mind, including those with previous exclusion history in the last term.</p>	
<p>Where the risk assessment determines a child or young person will be currently safer at home or where a pupil's behaviour after returning to school determines they will be safer at home, schools will need to put an education</p>	<p>Not currently necessary – to be reviewed regularly.</p>	

plan in place to support the pupil's ongoing educational needs and identify interventions that are required to enable the pupil to return to school as soon as possible in a safe way.		
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Exclusion as a sanction

Exclusion can be used as a sanction. If used, the normal process of reporting to the LA is unchanged. However, exclusion should be used as a last resort and steps 1 – 4 above should be implemented, every effort to work in collaboration with the pupil, parent and Local Authority should be made to ensure the pupil can receive a suitable and safe education with the longer term aim of successful return to school.