

## **Behaviour and Anti-Bullying: COVID-19 Addendum September 2020**

### **1. Scope**

At St Edmund's Catholic Primary 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 our 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. This addendum is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, Health and Safety Policy and Child Protection Policy. These adjustments are set out below:

### **2. Arrivals and Departures**

#### **2.1 Drop off**

- Drop off will be at different entrances: Nursery & Reception at the Early Years Gate; Year 1-4 at the field gate; Year 5 & 6 at the KS2 side gate.
- Each class will have an allocated 10 minute drop off and pick up time and families are instructed to arrive within that time slot only. One parent per child.
- Adults on duty at the gate will instruct the Year 3-6 children to go straight to their classroom to be supervised washing their hands or, for the younger year groups, to join the line with the class teacher/teaching assistant. The younger children will stay in their class line then be led to the classroom to wash their hands.

#### **2.2 Pick Up**

- Children will be picked up from the same entrance they were dropped off at; again within an allocated 10-minute slot per class bubble.
- The adults on duty will dismiss each child to their parent/carer who is requested to maintain social distancing whilst waiting on the pathway outside of school.
- In the case of upper Key Stage 2, and with written parental consent, children can walk to and from school themselves.

#### **2.3 Parents Coming into School**

- Parents will not be allowed in school other than for an emergency.
- All contact from parents, will be made by calling the school office on 01235 521558 or via email at: [Office.3865@st-edmunds-rc.oxon.sch.uk](mailto:Office.3865@st-edmunds-rc.oxon.sch.uk)
- Parents may contact class teachers via the school office or the class email addresses.
- In the event of an emergency, parents can enter the school via the front entrance. Parents will be asked to wait until a member of staff invites them in and to use the hand sanitiser on arrival and before leaving the building.

### **3. Moving Around the School**

- Procedures will be put in place to minimise contact and mixing with other classes. Play times and lunch times will be staggered and only one bubble will be able to play on a playground at a time.

- Children will not mix with other pupils. They will spend the day within their 'class bubble' and be encouraged to socially distance within that, where possible.
- Key Stage 1 children will be allocated their own set of equipment that only they will use. Key Stage 2 children will bring their own pencil case with core equipment in from home.
- The class bubble will use the same classroom throughout the day, with a thorough cleaning of the rooms at the end of the day.
- Classrooms will be well ventilated using natural ventilation (opening windows) and external doors open.
- Doors throughout the building will be propped open, (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.

#### **4. Expectations around Hygiene**

- Children will wash their hands regularly, e.g. before the day starts, at the end of the day, before and after playtime, before and after lunch.
- Children will be encouraged to use a tissue or elbow to cough or sneeze and bins with lids will be used for tissue waste ('catch it, bin it, kill it').
- Children will be reminded not to touch their face, mouth, nose or eyes while at school.
- Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

#### **5. New Rules and Routines**

- Children will not be able to share stationery so will be praised by staff for looking after their own equipment.
- Children must have a responsibility for their own equipment, including a named water bottle, and will ensure that these are not shared with other pupils.
- Year 2-6 children will sit at a desk in rows facing the front of the classroom and will be expected to put their hand up if they need an adult's support, they will not get out of their seats unless instructed to do so.
- Behaviour where a child coughs or spits at another individual on purpose will be taken very seriously. Staff must immediately report the incident to a member of the Senior Leadership Team (SLT) as an 'unsafe' behaviour. If deemed necessary, an individual risk assessment will be completed with regards to the individual risk the child poses. Fixed Term Exclusion or Permanent Exclusion may be given as a sanction, by the Headteacher, depending on the circumstances of the incident.

#### **6. Sanctions and Rewards**

##### **6.1 Rewards**

- Most of the rewards from the current Behaviour Policy are still applicable.
- Staff will consciously reward children for practising good hygiene and social distancing.
- Above all praise and encouragement should be used as much as possible.

- Staff will promote positive wellbeing and mental health and encourage children to regulate and manage their anxieties in the classroom. Staff will praise children for independently showing these skills e.g. taking time out or talking about their worries with staff.

## **6.2 Sanctions**

- Most of the sanctions from the current Behaviour Policy are still applicable.
- If a child is continually disruptive and does not adhere to adult instruction or reaches the 4<sup>th</sup> warning they will be asked to sit outside the classroom for 15 minutes rather than be sent to another classroom.
- If a child is regularly reaching the 4<sup>th</sup> warning stage the teacher will inform the parent and Headteacher.
- If the child is unable to behave in a safe way at school, parents may be asked to come to take the child home until they have regulated.
- If necessary an individual risk assessment with a behaviour plan, will be created to support the child to be safe in school and to be able to regulate their behaviour in line with school behaviour expectations once more.

## **7. Pupils with Special Educational Needs**

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. As a school we recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an

urgent need to be re-integrated back into the calm learning environment of school as soon as reasonably possible. School will work closely with parents to implement supportive strategies to aid individual children as needed. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.