



Lumen Learning Trust
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**The Echelford Primary School
ADDENDUM: Behaviour Policy**

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|-----------------------------------|--|-------------|---------------------------|
| DATE APPROVED BY | 22 nd May 2020 | | |
| SIGNED EXECUTIVE PRINCIPAL | Mary Ellen McCarthy  | DATE | 22 nd May 2020 |
| SIGNED CHAIR OF DIRECTORS | Ray Vango  | DATE | 22 nd May 2020 |

The principles as set out in The Echelford Primary School's Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of The Echelford Primary School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE. It is written in conjunction with the updated information found in the Safeguarding Policy, Infection Control Policy and Health & Safety Policy. The school has implemented new systems and as a result this addendum is specifically related to behaviour relating to the following aspects of school:

- following the newly established one-way system for arrival and departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way system, 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 pupils 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:

Stay on Green:

Rewards:

- Green expectations
- Children move up through bronze, silver and gold as necessary - virtual green points (via Class Dojo) for each move up (instead of handing out stickers):
 - 10 green points for bronze
 - 20 green points for silver
 - 30 green points for gold
- Green points will go towards a collective reward such as time outside or watching a DVD (20 minutes total) - consider timing of this and ensure no crossover with other 'bubbles'

Sanctions:

- Blue and Yellow remain as warnings to children - move back up the chart efficiently so children can see that they can turn it around and start a fresh
- Reds and reflections:
 - 1st red - reflection time in own 'bubble' classroom - fill out reflection sheet on own table, restorative conversation held with the teacher/TA afterwards
 - 2nd red – reflection time with member of SLT/miss breaktime
- 3rd red - phone call home

All pupils will be supported in the following ways:

- Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained and repeated by the pupils' teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- An age appropriate strategy for pupils to share their concerns e.g. a worry box, will be available in every group so that pupils' concerns can be heard and responded to every day.
- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our pupils' good behaviours will continue, with a particular focus on 'Staying Alert' and 'Being Kind' behaviours
- For pupils who are not managing for any reason to follow our school expectations we will follow the process outlined above under the 'Rewards and Sanctions' bullet point
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.

Support for pupils who have additional or special educational needs:

- Pupils will have their individual support plan/proactive behaviour plan /risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

Positive Touch and Physical Intervention

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

The Echelford Primary School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.