



**Behaviour Policy COVID19  
Addendum  
May 2020**

Rosebrook Primary School

## **Addendum made due to the COVID19 pandemic:**

**All pupils should continue to adhere to the principles outlined in Rosebrook's Behaviour Policy.**

**The following principles are in place during the COVID19 pandemic:**

### ***Introduction***

*The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care Plans (EHCPs) and pupils of key workers critical to the COVID -19 response.*

*During their prolonged absence from school, children have suffered from significant changes to their learning routines, daily structure, social and behavioural norms. The school may now feel different to children, compared to how it was when they last attended. We want our pupils to be happy, in pleasant and relaxed surroundings. We know that they will learn best when they are clear about what they are expected to do given the changes as a result of COVID-19. Furthermore, we are aware that COVID-19 has the potential to impact on the mental health of children and their family members; this in turn can affect their behaviour.*

*Culture is created in our school by establishing behavioural expectations and ensuring that these are taught explicitly to ensure that the school is a calm, happy and purposeful environment where learning can take place. We are re-setting the culture in response to the enforced COVID-19 disruption by introducing new behavioural expectations and routines, around protective measures and personal hygiene.*

**This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural expectations that are expected during the coronavirus pandemic.**

## **Guiding Principles:**

- Behaviour will be taught, including our new routines for entering school, hand washing, social distancing between peers and the teacher(s).
- All staff are responsible for ensuring the rigorous and consistent application of our new procedures across school.
- Proactive risk assessment will reduce the potential for poor behaviour. We will endeavour to anticipate risks rather than simply reacting to situations.
- Communication to pupils will build their confidence. We will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school (including detailed written information to families, virtual tours of procedures and personalised phone calls to every family before they return). We know that this will help to build a safe and calm culture in which pupils feel secure.
- Clearly established rules, routines and boundaries will be consistently applied.
- Vulnerable pupils remain a key focus group (including those with a social worker, those who are disabled, those with an EHCP or those who require additional support).
- Leaders and governors will ensure that the guidance from the DfE and Public Health England is meticulously followed.

## **Expected behaviours – How we do things now**

**Bubbles:** During the phased reopening of the school, pupils will be taught in consistent small groups of no more than 10. These groups or 'bubbles' will remain together for their time on the school site, in lessons and during social times.

**Transport to school:** We ask that public transport is limited as much as possible. We ask that wherever possible pupils are brought to school by 1 adult (we appreciate that this may not be possible with siblings).

**Arrival at school:** We ask that upon arrival, parents and their children use the yellow footprints and cones to help them adhere to social distancing guidelines.

Pupils will arrive at staggered times. If parents have children with different start times, we appreciate the difficulty and ask that when one child has been dropped off they move around the site with caution to get to the next drop off point, where the same lining up system will be used.

We would like the entry to school to be a positive and welcoming start to the day. Class teachers will be present on the door to welcome pupils to school and to ease anxieties. Members of the Senior Leadership Team will be present on each door to greet families and to ensure the social distancing guidelines are applied.

If pupils arrive late, we ask that parents take them to the main reception.

Pupils will not need to bring anything into school with them: they will receive a free school lunch, new water bottle, and their own set of classroom equipment. Reading books and homework will not be given. We will discourage the wearing of coats if the weather is fair.

If parents choose to supply their own packed lunches, they need to send it in a disposable bag and disposable box.

We encourage parents to continue to use email communication wherever possible, rather than face-to-face conversations.

Entering school / Lining up: Pupils will socially distance when lining up, standing on yellow feet stickers on the ground which have been measured to be 2 metres apart. They will enter through their own pod doors. Lining up will create a calm and controlled start to the day and staff members will be able to stagger entry to ensure hygiene measures are adhered to. Pupils will wash their hands in the sink area just inside their pod door before entering the classroom. Pegs in the cloakroom area will be evenly spaced and numbered. After breaktimes pupils will always wash their hands when re-entering the building.

Movement around the school: Non-essential movement around the school will be avoided. Staggered break times and lunchtimes will ensure that different bubbles of pupils do not mix. Pupils will use their external classroom doors to leave and enter. There will be no school assemblies and lunches will be eaten in classrooms or outdoors.

Classroom expectations: In classrooms from Y1 upwards, tables will maintain social distancing, and pupils will be allocated their own seat and table. Staff members will have their own allocated space at the front of the class, which they will maintain. Pupils will be expected to remain in their seat, where they will have their own pack of resources (in a zipped plastic wallet) for their exclusive use. They will not be able to wander around the classroom or borrow equipment from others.

We understand that this will look different in our Early Years setting and appreciate that social distancing will not be maintained with our youngest pupils. Rubber carpet spots will indicate where they should sit when they arrive. The whole of the Early Years space will be used meaning each group of 10 can be spread out. Activity areas have been set up for a maximum of 2 pupils, and resources/toys have been reduced to a bare minimum. Toys which have been played with will go in a toy box afterwards ready to be sanitised before they can be put back out. We are working hard to reduce interactions; however, we accept that it will be impossible to keep our youngest pupils away from each other. Regular supervised hand washing will take place throughout the day.

Break times / lunch times: Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will spend their break times within their bubble, in a zoned area allocated to their group. They will not have free access to all the school grounds, which may be in use by other bubbles. Pupils will wash hands before eating.

Exiting the classroom: Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear. Pupils' names will be called when it is their turn to move and they will be instructed not to wait for friends.

End of school: Pupils will leave their classroom in a rehearsed manner. They will wash hands or use hand sanitiser before going home. Pupils will be dismissed from their bubble, using staggered finish times.

## **Behaviour Management**

There are occasions when staff members will need to challenge behaviours which are not safe or not conducive to learning. We will continue to use the sanctions identified within the body of our main behaviour policy during this phased period of re-opening.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy.

Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's behaviour policy. Any pupil who does this will need a risk assessment to establish whether they are able to remain in school.

## **Reasonable Adjustments**

Leaders and teachers, with the support of the Special Educational Needs Co-ordinator (SENDCo) will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural expectations.

Staff will make their best endeavours to ensure that pupils with additional needs are supported in understanding and accepting the changes to their school setting and the new expectations. Reasonable adjustments might include, but not limited to; additional support for the arrival at and exit from school, additional support to adhere to break and lunch time expectations, reteaching of behavioural expectations and adapted sanctions and rewards.

## **Use of Reasonable Force**

We will continue to use the school's main behaviour policy in relation to use of reasonable force.

The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil or prevent them taking the necessary action to prevent a pupil causing harm.

The decision on whether to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

A risk assessment will be undertaken for pupils, based on evidence prior to school closure, who may require physical intervention. This will allow the school to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated within school.

Following a risk assessment, the school may decide that pupils who are high risk should continue with home learning.

## **Review and Adaptation**

Leaders will keep the arrangements detailed in this addendum under review, initially daily. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils.

A thorough review of the addendum will be undertaken weekly by the Senior Leadership Team, supported by the Governing Body when possible.

## **Useful Links**

The letter written to communicate expectations to parents and carers is on the school website:

<http://www.rosebrookprimary.org.uk/information-during-covid-19/>

The virtual tours to demonstrate the above safety measures can be found on the school Facebook page:

<https://www.facebook.com/rosebrookprimary/videos/274707060391510/>

<https://www.facebook.com/rosebrookprimary/videos/2957090054344521/>