

Thundersley Primary School



BEHAVIOUR POLICY ADDENDUM FOR SUMMER 2020

**(to cover COVID-19
response period)**

Updated 1st June 2020

Review 31st August 2020

BEHAVIOUR POLICY ADDENDUM FOR SUMMER 2020 (to cover COVID-19 response period)

This addendum should be read alongside the Behaviour Policy February 2018

At Thundersley Primary School we recognise that the Covid-19 pandemic may have been a very different experience for our children at an individual level. Some children may present as being ready to return to school and others may be nervous and anxious.

Factors to be aware of during this time are:

- Pupils might be out of their usual good habits/routines regarding behaviour for learning.
- Some pupils will have had real uncertainty/anxiety/chaotic circumstances
- Staff might be rusty/uncertain/anxious and themselves have been dealing with a new 'normal'.
- Teachers may be taking a group in a year group they do not ordinarily teach, with children they may not know well yet and in a room they are less familiar with
- LSAs may be leading groups with no teacher which they might not be confident in.
- Pupils will be expected to adhere to high levels of hygiene and social distancing, they still might not be used to this and failing to comply will now be classed as something quite serious.
- Staff might be used to this if they have been with the key worker group but this will be brand new for these children and very different to how school was before
- We will not be able to use phase leaders as a 'step' to supporting behaviour during the school day as they might not be available or will be in their assigned bubble.

To support children in displaying positive behaviour at school, we will:

- Take time to establish the new expectations by making sure that children are very clear upon the new routines for queuing, toilets, playground etc so the new structure and routines are clear, modelled and explained.
- Manage this situation proactively with positive praise, rewards and consistency.
- Deliver a short 'induction' for children on the first day to walk them through the new school set-up.
- Reinforce the usual high expectations around expected behaviour using our regular behaviour policy e.g Golden Rules, cloud, sunshine, rainbow etc
- Display a '**Catch Me**' board where we display new Golden Rules we wish to see which link to hygiene i.e., good hand-washing, good social distancing and also those which link to our Golden Rules
- Establish a reward system of '**Star of the Day**' where children are awarded a certificate for showing the school motto of **Being the Best We Can be**
- Recognise that individual children may require an individual approach: targeted, pastoral, therapeutic strategies and provide this on a bespoke risk assessment which will be discussed with the parents prior to the child re-entering the setting.

To provide a consequence if children do not display safe / appropriate behaviour we will:

- Utilise a 4 step approach.
 - **Step 1** - verbally remind the child to remedy their behaviour
 - **Step 2** - write their name on the board
 - **Step 3** - write a tick by their name - which leads to time in the classroom for 5 minutes (KS1 child) or 10 minutes (KS2 child) when the others go outside at lunch or break
 - **Step 4** - ask the child to speak to AHT, DHT, HT who will make a decision about contacting parents and record the incident on tootoot.
- After each session, the child reverts back to the beginning of the approach.
- High level behaviour incidents e.g. child defying social distancing, not following instructions, risking H&S of others- will automatically move the child to **Step 4** and may result in the child being sent home for a fixed-term exclusion.
- If this is a recurring problem, the in school offer will have to review the offer of an educational place during this time.

Category	Dealt with by	Concern examples	Possible actions
Low Level	Teacher onsite with bubble	<ul style="list-style-type: none"> • Minor behaviour issues below the expectations of acceptable behaviour within school during normal operation. • This could include rudeness, disrespect, not following instructions etc. • Children requiring reminders about hygiene, social distancing and other new health and safety measures. 	<ul style="list-style-type: none"> • Follow school behaviour policy - 4 step approach • Use of name on board and time-out approach • Teacher to speak to children separately at break/lunchtime if necessary to have a socially distanced conversation. • Phone calls home from the teacher if a recurring issue. • Teachers can arrange to have a conversation with their phase leader for support if needed, but phase leaders will not be able to have physical contact with children outside their bubble • Incidents logged on Tootoot – SLT Linked
High Level	AHT/DHT/HT	<ul style="list-style-type: none"> • Repeated instances of 1 which causes the child to move up the 4 steps • Or a high level incident which may include <ul style="list-style-type: none"> • Inappropriate language • Offensive language • Unsafe behaviour during the partial closure (this could include not following instructions for social distancing). • Behaviour that would usually result in a lunchtime reflection • Any issue that would usually result in a fixed term exclusion 	<ul style="list-style-type: none"> • Referral to HT/DHT/AST for a 'socially distanced' conversation/reflection (SLT cannot be called into a bubble unless extremely urgent/in an emergency) • Phone ahead from Office / classroom to let us know to expect a child to arrive and to ensure the child will not inadvertently come into contact with someone from another bubble. • Text message/phone call home by SLT • Ch may not be able to remain in bubble if other children/staff are at risk and will be sent home • Specialist staff, bespoke support and outside agencies involved where appropriate for individual children • Fixed term exclusion • Incidents logged on Tootoot-usual class teacher and SLT tagged in