

Appendix 2: Interim Guidance: Managing Behaviour in Response to COVID-19 – Sept 2020

1. Background and Context

Due to the ongoing global coronavirus pandemic, to open our schools safely and in-line with DfE Guidance, we have had to make some temporary adjustments to our behaviour policy.

This addendum of the Frays Behaviour Policy contains details of our behaviour arrangements following on from the guidance; *Coronavirus (COVID-19): Guidance for Full Opening: Schools*. If further guidance is issued, this appendix will be reviewed and adjusted accordingly.

2. New interim Behaviour Principles

<p>1. <u>General Conduct</u></p> <ul style="list-style-type: none">• At all times children will be expected to listen to adults, following instructions carefully.• Children will be expected to keep their hands and their feet to themselves.
<p>2. <u>Pick up and drop off</u></p> <ul style="list-style-type: none">• Children will be expected to enter the school at their allocated time, in a calm and orderly manner, following social distancing rules with their parents.• At the end of the day, children leave the school sensibly, following social distancing and not congregate with others on the school site.
<p>3. <u>Working in Class</u></p> <ul style="list-style-type: none">• Children will remain in their new class group at all times during the school day.• Each child will be responsible for looking after their allocated equipment and will ensure they keep it to themselves at all times.• In Year Groups where children have been allocated a specific space they must stay within the allocated area.• Children will try to distance themselves, as much as possible, whilst in the classroom.
<p>4. <u>Moving Around School</u></p> <ul style="list-style-type: none">• When moving around school, children will be expected to do so in a calm and sensible manner, following the markings on the floor.• Children must stay in the permitted areas only.• Children will listen carefully to adults, when they are being instructed as to which areas they should play in.• At playtimes, children must stay within their group's designated area.
<p>5. <u>Hygiene Rules</u></p> <ul style="list-style-type: none">• Children will wash their hands with soap and water at regular intervals throughout the day.

- Children will be reminded to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands.
- If at any time a child feels unwell during the school day, they must tell an adult immediately.
- When using toilets, pupils must be sensible and follow the hygiene rules.

3. Rewards and Sanctions

Rewards

- All schools staff will welcome opportunities to praise individuals for good attitude and behaviour during this time. They will also seek out pupils demonstrating a consistently positive approach to following these interim rules.
- Children will be praised for following these rules using a wide variety of different rewards, in line with each school's systems.

Sanctions

- Children who are unable to follow these rules will be given verbal warnings, initially.
- Children will be guided to different zones of the playground or stand with an adult if unable to keep to the areas they are permitted to play in.
- Children may be asked to work in isolation supervised by a member of the senior team.
- Children will be expected to keep their hands and their feet to themselves and any form of physical aggression during this time will be a clear breach of the rules.
- Any child who wilfully and deliberately spits or coughs on either another child or a member of staff, will face exclusion.

During this pandemic, the safety and wellbeing of all of our children and staff is paramount. If children repeatedly break these new rules, parents will be contacted. If at any time it is decided that a child poses a risk to themselves or others around them, then parents/carers will be contacted and the exclusion process will be initiated.

4. Pupils with Additional Needs

As a Trust we recognise that some children, particularly those with special educational needs may find these rules confusing. The changes to routine and general structure of the school day may be also very challenging, particularly to children with attachment difficulties or autism. It might be therefore appropriate for the school to make reasonable adjustments to ensure these children are supported to follow the rules. Examples of this may be providing additional support with washing hands and personal hygiene, visual prompts and the supply of specific sensory equipment.

We also acknowledge that children will have had a different range of experiences during the lockdown period, which may have an impact on their behaviour on return to school. Some may present with frustration as a result of being isolated from friends and family, or due to missing significant events. Others may have experienced bereavement, loss or other traumatic experiences, which could affect their behaviour also. This may manifest in different ways, for example:

- Anxiety; lack of confidence; panic attacks; self-harm
- Challenging behaviour; fight or flight response
- Anger; shouting or aggressive behaviours

- Hyperactivity; inability to maintain focus
- Lack of engagement; unresponsiveness

In cases such as these it may be necessary for the school, in partnership with parents to undertake an individual risk assessment, through this process schools will use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

5. Communicating interim Behaviour Principles with children and parents

Each school will ensure that all new rules and routines are communicated to pupils and parents/carers. We will do this through:

- Sharing the new rules with parents and children via an interim home/school behaviour agreement
- Proactively teaching new rules to pupils, this will include demonstrating how to follow hygiene rules
- Reinforcing rules with posters displayed in classrooms and around the school
- Regularly and rigorously reinforcing behaviour throughout the day
- Positively reinforcing well-executed rules through encouragement and rewards
- Consistently imposing sanctions when rules are broken, in line with this policy.