



SHANKLEA PRIMARY SCHOOL

Behaviour Policy: Coronavirus Addendum



Policy Control Details			
Date policy approved:	February 2021		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	January 2023		
Responsibility for review:	Performance Improvement Committee		

Shanklea Primary School: Behaviour Policy: Coronavirus Addendum

Contents

1. Scope	2
2. Expectations for pupils in school.....	2
3. Expectations for pupils at home	5
4. Monitoring arrangements.....	6
5. Links with other policies.....	6

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 School rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their child follows the new procedures that have been put in place. Parents should contact Mrs H Brown if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Follow social distancing expectations by remaining in my own area
- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks me and follow instructions.
- Complete all tasks I have been set and try my best with my work.

- Stop what I'm doing when my teacher asks.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

Children will need to understand that if they don't follow the rules then there may be consequences.

The following steps will be displayed in each classroom.

All children start the day on green on the traffic light system. All children on gold at the end of the day will be entered into a golden ticket raffle which will be drawn at the end of the week.

Step 1 – I will be reminded about my behaviour by the teacher

Step 2– A 2nd behaviour reminder will be given and I will move to amber on the traffic light system.

Step 3 – I will move to red and then be given time to reflect on my behaviour. The incident will be recorded and my teacher will inform my parents.

Step 4 – If I have repeated episodes where I am moved to red, the behaviour will be discussed with a senior member of staff and my parents/carer will be contacted by my teacher to discuss ways to improve my behaviour. A behaviour contract may be set up with targets set in agreement with parents/carers and my teacher.

Step 5 – I will work in isolation as agreed by Mrs Brown.

Step 6 – Fixed term or permanent exclusion.

In addition to these rules, guidance is detailed in the parent and staff handbooks regarding changes to procedures around:

- Routines for arriving or leaving the school
- Hygiene, such as handwashing and sanitising
- Organisation at lunch and break times to ensure social distancing
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Children experiencing symptoms of coronavirus
- Sharing any school equipment (children have their own supply of stationary)
- Use of toilets

2.2 Rewards and sanctions for following rules

Rewards

All children will begin each day (KS2)/session (KS1) on green on the traffic light system and will be rewarded for hard work and good behaviour by moving up the traffic light system towards

gold. All children on gold at the end of the day/session will be entered into a golden ticket raffle which will be drawn at the end of the week. Rewards are used to encourage and promote good behaviour and could also include:

- Verbal praise and recognition either individually or in groups. This could also include messages or phone calls home to parents.
- Material awards such as certificates, stickers or prizes.

All children should be progressing in such a way that it is possible for them to receive awards at different points to encourage progress, achievement and good behaviour which will lead to gold by the end of the day/session.

Sanctions

A hierarchal structure of sanctions is to be used so that different levels of behaviour are treated appropriately. Warnings must be incorporated in the structure so that the focus is on improved behaviour.

The model outlined in the behaviour policy will be followed (not all behaviours are listed). The reward system should be integrated into this model so that improvement is acknowledged.

Any incidences of behaviour progressing to level 2 and beyond must be recorded on CPOMS including any children who are given reflection time due to reaching red on the traffic light system. This information will be shared with SLT and also parents.

Any behaviour which puts staff and/or pupils at risk of covid-19 will lead to removal from school site.

2.3 Changed rules

Until further notice, we will alter the following school rules:

- Expectations for attendance – the [latest government guidance](#) says that from 5 January 2021 until 8th of March, only the children of critical workers and vulnerable pupils should attend school, with remote learning offered to all others.
- Expectations for uniform – Children should come to school dressed in school uniform with appropriate footwear for outdoor exercise which will occur daily, depending on the weather.
- Lunches will be eaten in the classroom and children should bring packed lunch, preferably in a disposable bag.
- Social distancing – The children will remain in bubbles for the entire day with procedures in place for arriving and leaving the school site and also timetabled areas to play during lunch and break times.

3. Expectations for pupils at home

3.1 Remote learning expectations

We will be continually reviewing our remote learning based upon feedback from parents, carers, pupils and staff. We appreciate every family is experiencing life at the moment in their own unique way and their needs for remote learning differ too. Some families find early in the day is the best time for them, other the evenings and others the weekends. Currently all pupils, in school or at home, are following a timetable of learning which links to online software packages and learning. Some teaching and feedback strategies we will use include the following:

- short recordings made by the teacher to support a particular aspect of the lesson
- oral feedback given through the software packages such as Purple Mash
- resources produced by our staff for our pupils
- virtual themed assemblies

Staff will keep regular email or phone communication with parents and carers and children will be invited to join a “Weekly Wellbeing Chat” with their teacher and other pupils at home, to allow them to share their experiences and have a bit of fun.

Google meet well-being sessions

As sessions will happen in the home environment it is important that both teachers and students follow the same behaviour as they would in a school setting. This will help minimise any safeguarding risks. This includes:

- having a parent or carer fully aware of the timetabled session
- the member of staff ensuring that their Shanklea Primary School ID badge is visible/worn throughout the session when on a video call
- both teacher and student should wear appropriate clothing that would normally be worn in face to face teaching sessions.
- clear and appropriate language used at all times.
- asking the teacher before leaving the session (e.g. to go to the toilet or get refreshments)
- not taking phone calls, messaging others, or using devices that are not requested by the teacher for learning
- not having other browsers or apps open during the online session to reduce the risk of inappropriate content being displayed

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Contact you by phone to discuss how we can support you and your child further.
- Create an individual behavior plan if required.

- Organise support with technology or internet access to enable remote learning.
- Seek additional support from outside agencies if appropriate.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3 to 4 weeks during term time by H Brown and L Greenwood. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Remote learning policy
- Google meet well-being policy
- Staff and parent handbooks

