



WHOLE SCHOOL
POSITIVE BEHAVIOUR POLICY
ADDENDUM COVID-19

<u>Review Programme:</u>	
Policy adopted:	Autumn 2020
Date shared with staff:	20th January 2021
Signed – Headteacher:	Philippa Campbell

Context

From Wednesday 26th August, school attendance was mandatory for all pupils except where statutory exemptions apply. From Monday 4th January 2021, parents/carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

This Positive Behaviour Policy Addendum will outline the key principles that will go alongside the current Positive Behaviour Policy to support all pupils who are learning in school or who are Remote Learning from home. There will be a range of changes that will need to take place and the need for children to behave differently when in school or at home.

A hierarchy of measures set out by the government in implementing protective measures in education and childcare settings are as follows:

- Expectations for arriving at and leaving school
- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Daily school routines e.g. break times
- Regular cleaning of settings
- Safe use of school spaces and equipment
- Minimising contact and mixing

It is important to reduce contact between people as much as possible, so young children and staff where possible should only mix within their year group bubble and that bubble should stay away from other people and bubbles. While in general groups should be kept apart, brief, transitory contact, such as passing in the corridor is low risk. At Sketchley Hill, children will operate in classes within their year groups bubble with a teacher and a learning support assistant(s). Vulnerable children (1:1 children) will still have their specific adult support throughout the school day.

1. Arrival and Departure routines
2. Hygiene expectations
3. Socialisation including staff supervision
4. Moving around the school
5. Coronavirus symptoms
6. Safe use of school spaces and equipment
7. Play times & Lunchtimes

8. Toilets
9. Behaviour Rules specific to Covid-19
10. Disengagement of pupils
11. Remote Education
12. Rewards and Sanctions

1. Arrival and Departure Routines

To reduce contact between people, groups of children will have staggered arrival and departure times at the start and end of the school day. This will ensure a reduced number of people at the entrance and exit of the school site. A one-way system will be implemented at the entrance and on school grounds to show parents, carers and children the flow of footfall, again reducing the amount of face to face contact between people. Each year group bubble will be allocated classrooms and the adults will remain consistent for the duration of this situation as far as possible.

2. Hygiene Expectations

Clear expectations will be conveyed to all children, staff and parents & carers about cleaning and hygiene. Once children arrive at school, they will immediately wash their hands, using the correct guidance, before going straight to their classroom. Once all of the children are back in school, all frequently touched surfaces, equipment, door handles and toilets used during the day will need to be cleaned thoroughly each day. Children and staff will be expected to wash their hands regularly throughout the day. All classrooms and toilets will be equipped with soap, checked regularly, for children and staff to use and hand sanitisers will be distributed for use. Lidded bins have been purchased to be located in classrooms and in other key locations around school for the disposal of tissues and any other cleaning waste. A good supply of disposable tissues will be available to implement the 'catch it, bin it, kill it' approach in each classroom and these will be topped up regularly. Children will be reminded not to touch their faces and not to put fingers into their mouth.

3. Socialisation including staff supervision

Children will be in year group bubbles to reduce the control of infection. Children will be in the same year group during the whole of the school day and will socialise within that year group bubble.

The coronavirus outbreak may have caused significant mental health and wellbeing difficulties for some children. We will prioritise "getting back to normal" - teachers and support staff will be considerate towards understanding individual children who have found the long periods at home hard to manage and those who have developed anxieties related to the virus.

All children will have missed the routine of school, seeing their friends and being supported by their teachers and other adults in school. By being in year group bubbles, this will enable children to socialise and interact with their peers. Staff will provide opportunities for children to talk about their experiences of the past few months as well as pastoral activities to renew and develop friendships and peer groups and other enriching developmental opportunities.

Staff, including 1:1 adult support, will supervise and monitor children who are within their bubble during break times. Staff may rotate break time supervision as long as they already belong to the year group bubble, unless there are exceptional circumstances that require another adult from another bubble.

4. Moving around the school

Pupils, parents/carers and staff will move, where possible, adhering to social distancing government recommendations. New routines will be shared with all people to ensure that the school site remains safe. This will include a one-way system around the outside of the school at the start and the end of the day for parents/carers and pupils. A sign-posted route will identify the route needed to be taken when dropping off and collecting pupils. Staggered start and end times of the day for all groups will be organised to reduce contact between different groups of children and adults.

During the school day, groups of pupils will have staggered playtimes and lunchtimes to reduce the contact between groups as the number of children moving around the school at any one time will be reduced.

Curriculum delivery in some year group bubbles may involve children moving between classrooms within their bubble. Staff and children will ensure that all hygiene expectations are followed to ensure everyone is kept safe.

5. Coronavirus Symptoms

The most common symptoms of coronavirus (COVID-19) are a new, continuous cough or a high temperature (over 37.8 degrees) or a loss of, or change in, your normal sense of taste or smell (anosmia)

For most people, coronavirus (COVID-19) will be a mild infection.

Children are likely to become infected with coronavirus (COVID-19) at roughly the same rate as adults, but the infection is usually mild.

If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.

If a child is awaiting collection, they will be moved, if possible, to the Covid room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window will be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected the child will use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).

In an emergency, we will call 999 if a child is seriously ill or injured or their life is at risk. A call will be made to the parent/carer too.

If a member of staff has helped someone who was taken unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves. They will wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.

When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and children from 5+ who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests **negative**, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or staff member tests **positive**, the rest of their group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

6. Safe use of school spaces and equipment

Clear cleaning and hygiene expectations will be adhered to when the school reopens to all children. Children and adults will regularly wash their hands throughout the day using the 20 second recommendation. All frequently touched equipment will be cleaned thoroughly at the end of each day or before and after it has been used. To minimise the contact of equipment between people, as much as possible, children will use the same table, chair, stationery and will not share equipment.

Children will be working in their bubble classrooms, so adults will collect relevant equipment and keep it within the classroom to be used during the day. This may include maths equipment, art supplies and PE/outdoor equipment. Adults will be mindful to minimise the number of resources they keep in order to make sure they can be wiped clean. Where resources are not easily washable or wipeable, they will be removed. This will include soft furnishings and soft toys.

Other rooms and spaces around the school can be used by different bubbles for certain lessons/activities. For example, the ICT Suite, Small Hall etc. After the room has been used, all surfaces and equipment that has been used is to be cleaned appropriately before the next bubble uses it.

During this period the movement of reading books and stationery will be kept to a minimum. Homework will take place via the Seesaw platform as much as possible (see below). Bubbles will keep a library of books for children to access and these will be cleaned regularly after each use.

7. Playtimes & Lunchtimes

Playtimes and lunchtimes will be staggered across the school day to reduce the amount of contact between children and adults. Zones will be given to year group bubbles on the playground and on the school field to ensure that each group keeps within the same area and with the same people throughout the day. Outdoor equipment used by the children will be equipment used specifically by each particular group. For example, balls, cones and hoops. Shared outdoor equipment, such as the trim trail, will be closed until further notice to stop the spread of the virus.

Staff on duty must ensure that they remain a safe distance from one another.

At lunchtimes, children from Foundation Stage, Year 1 and Year 2 will be entitled to a Universal Infant Free School Meal. These will be collected from the school kitchen and be taken to the classroom for each group. Free School Meal pupils will also be entitled to a school meal. Children in Key Stage 2 who request a school packed lunch will also be brought their lunch to their classroom. All other children, will bring in their own packed lunch. The school kitchen will not be providing hot food.

8. Toilets

Taps, sinks and door handles will be cleaned as regularly as possible throughout the school day. At the end of the day, toilets will be cleaned thoroughly. There will be soap and hot water for cleaning and hygiene expectations. Soap dispensers will be regularly checked to ensure there is sufficient amount of soap each day. Staff will teach and supervise health and hygiene arrangements such as washing hands, tissue disposal and toilet flushing to all pupils. The number of children using the toilets at the same time will be limited to reduce the contact between children.

9. Behaviour and rules specific to Covid-19

Children will be reminded of key messages linked to Covid-19 such as:

- Avoiding contact with anyone
 - Frequent hand cleaning and good respiratory hygiene practices
 - Regular cleaning of settings
 - Minimising contact and mixing

This section is to be used in conjunction with the school's Positive Behaviour Policy regarding rewards and sanctions. Children will be reminded of the School Code of Conduct and Consequences. Rewards and praise will be given to children following the school rules.

See point 12.

10. Disengagement of pupils

Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need further support, such as those who have previously had poor attendance, new to school, those with special educational needs and disabilities (SEND) and those who have not engaged with school during the coronavirus (Covid-19) outbreak.

Staff will engage, as best they can, with the parents and carers of these pupils to set and discuss expectations, understand concerns and build confidence. Staff will identify any changes in behaviour (fearful, withdrawn, aggressive) and offer support where needed. Any EHCPs, Top Up Funding and Pupil Passports paperwork will be updated to align with the changes in the new academic year. School will liaise with any outside agencies that are involved for specific pupils to ensure that the right support is in place.

11. Remote Education

Remote education, through the Seesaw platform, will be used from the beginning of the academic year 2020/21 in the event of a bubble closure or a Local or National Lockdown due to Covid-19.

In the event of whole school closure due to a local lockdown or a bubble being sent home, the Seesaw platform will be used daily by teachers to teach and set

work to the children at home. Children will be taught how to use Seesaw at the beginning of the new academic year in case this situation occurs. Parents/carers will also be sent a Seesaw Manual to support their child at home. Teachers will use Seesaw in conjunction with Oak National Academy, White Rose Maths and BBC Bitesize to facilitate a variety of lessons and set work. Children will then be able to respond to the work set. Interaction can take place between teacher and pupil to assess how the child has performed in each task. Live sessions will be incorporated into Seesaw to engage and motivate pupils further as well as being an opportunity for class teachers to address and support any wellbeing needs. ***A live session protocols document has been created and can be found in the Remote Learning Policy.*** The protocols have been shared with staff, pupils, parents and carers. These protocols outline the behaviour expectations for pupils during remote learning.

For those children that require it, work packs will be provided for those pupils without ICT equipment at home.

For the 2020-2021 academic year, the DfE is providing laptops and tablets to schools to help children and families in need to access Remote Education during coronavirus (COVID-19). Devices have been made available for disadvantaged children. Sketchley Hill Primary School has been given 9 laptops to be used for the above reasons. Parents and carers must complete a laptop loan agreement form when they have been allocated a laptop that outlines the behaviour expectations and acceptable use guidelines parents, carers and pupils must adhere to.

12. Rewards and Sanctions

This section is to be used in conjunction with the school's Positive Behaviour Policy regarding rewards and sanctions.

Rewards

- Praise, smiley board, certificates and stickers.
- Positive rewards for class and playground.
- Positive notes and phone calls home.

Sanctions

Foundation Stage and Key Stage One

Where a child chooses to break the school rules the following sanctions may include:

- Verbal warning
- Reward/sanction display
- Name on board

- 'X' by name on board
- Time out
- Loss of Golden Time/Playtime
- Deputy Headteacher intervention
- Headteacher intervention
- Parents/carers contacted

Key Stage Two

Where a child chooses to break the school rules the following sanctions may include:

- Verbal warning
- Name on the board
- 'X' by name on the board
- Loss of Golden Time/Playtime
- Deputy Headteacher intervention
- Headteacher intervention
- Parents/carers contacted