

# Covid-19 Behaviour Policy Addendum



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## 1. Scope

This document has been written in response to the Coronavirus outbreak March 2020. The addendum applies until further notice.

Unless covered in this addendum, our normal Behaviour Policy continues to apply.

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.

The Addendum Policy will be readily available online, on our school website. Paper copies can also be made available to parents and carers upon request.

## 2. Expectations for children in school

### 2.1 Expectations

When children are in school, the expectations are made clear in order to keep themselves and the rest of our school community safe.

Staff will be familiar with the expectations and routines and will ensure they are followed consistently, across the team.

Parents and carers should also read and have knowledge of the expectations to ensure that their children follow the new procedures that have been put in place. Parents and carers will be contacted if their child finds it difficult to adhere to school expectations. Virtual meeting(s) will take place before we can consider alternative arrangements to be made.

- Upon arrival children disinfect the soles of their shoes or change their shoes (this can be another pair of trainers or indoor shoes/slippers. Children will sanitise their hands and have their temperature taken before entering the building.
- Children will be taught in Bubbles as opposed to being grouped in their usual class teams. They will be taught by a number of staff who will remain as part of their Bubble – Monday – Thursday. Children may only socialise with those in their Bubble. Zoom can be used in school to communicate with friends in other parts of the school.
- Boxes of tissues are located throughout the school should any child be sneezing or coughing. Signs highlight the ‘catch it, bin it, kill it’. Children should avoid touching their nose, eyes and mouth with their hands.
- The expectation is for children to wash their hands repeatedly throughout the day. Every classroom has a sink area, soap, paper towels and hand cream to ensure that their skin does not become too dry.
- Bottles of hand sanitisers are available in class. Wall mounted sanitisers are situated in the dining room (as children go to collect their food) and outside both the boys and girls toilets. They can also be found by the entrance of the school (in the foyer and outside the front door).

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- Children will move around the school using a one-way system through the corridors. Signs are displayed on the walls. 2m distancing markers are painted on the floor or tape is used. Children will be encouraged not to touch others and remain at a distance.
- We will avoid lining up during transitions throughout the day. There will be free flow during lessons where children are allowed to utilise the outside space. Although must be reminded not to link up with other children in other Bubbles.
- At lunchtime children will wash their hands before entering the dinner hall. As they take turns to wash they come straight into the hall, collect their food and take a seat. Places will be laid on the table with knives, forks, spoons and a beaker of juice. Children will say prayers in their classroom or may be prompted to say it independently before they eat.
- Children are provided with new personalised water bottles. Staff are responsible for cleaning these by setting the dishwasher each night – alongside any equipment used for morning.
- PE equipment, if shared e.g. table tennis bats will be cleaned before being passed to another child. Cleaning wipes and small, portable hand sanitisers have been distributed to each Bubble within schools.
- Children will be given toast whilst completing their Basics. One staff member, wearing PPE (gloves, apron and mask) will prepare the food.
- Children will be provided with their own workstation and resources. Including Lego sets, art resources and stationary. Every child has their own personalised iPad.
- Only one child should be in the toilets at any one time. Children must wash their hands when back in the classroom too – in view of adults.
- All children on site are subject to a personalised Risk Assessment. Children who have historically spit or bite have a Red RAG rating. It is important that all children know that they do not cough or spit towards another person – adult or child.
- Risk Assessments also apply to the Outreach children and the provision for any child would be subject to review given their engagement and response to adults facilitating their sessions.

## 2.2 Rewards and sanctions for following rules

Shillings continue to drive the Behaviour Policy. Children onsite have the opportunity to attain 100 per day with the four-day timetable divided into sessions.

At home children can attain 100 shillings per day in response to their engagement on Zoom calls and online learning tasks completed. The class teacher will also speak with parents and carers at least once a week and establish general behaviours at home: kindness, manners, honesty, keenness to help out and following adult instructions.

Teachers will submit Shillings scores each week which is entered on Behaviour Watch. Teachers will choose one child in each class for a Headteacher's Award.

From Monday 15<sup>th</sup> June all children will be encouraged to log on and attend a daily assembly. On Monday we will publically acknowledge those who have been doing extremely well that week. PowerPoint slides will show children who have scored over 450 shillings. The RM Maths and Bug Club Leaderboards will also be published. These will also be uploaded to Twitter which appears on the school website feed.

Home Learners will receive a text outlining their day and engagement with their learning. Home School Diaries will no longer be used onsite. Phone calls, texts or emails will be made home providing a brief synopsis of their day.

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If children display challenging behaviours onsite that pose a health and safety risk to others, then a meeting will be called with the parents or carers. This could take place virtually, via Zoom where staff from the relevant Bubble will be present and contribute ideas. If the behaviours continue then we will have no alternative but to rescind the school placement. Outreach Provision could be considered (depending on Risk Assessment completed) to run alongside our Home Learning offer.

## 2.3 Physical Interventions

All children onsite are subject to Risk Assessments. They are generally children who can hold themselves. However, we recognise that for many of our children they have experienced an element of loss: communication, social interaction, space.

Some children may fight. It is the expectation for children to be separated. The restorative conversations that proceed are important.

For each Bubble we have extended the allocated space to two classrooms/rooms if necessary:

Bubble 1: Perseverance classroom and the school Library.

Bubble 2: Empathy and Honesty classrooms

As the weeks progress, more children will attend onsite and we will review the logistics and housing of new Bubbles in line with the most recent Government Guidelines.

Children are given physical space to walk around. Staff pick up subtle nuances before children hit crisis and children are given gentle reminders, possible way out.

Children should also be encouraged to identify agreed rescue strategies that they can use in case of a crisis to maintain the safety of themselves and others.

## 2.4 Physical Health and Emotional Wellbeing

We are aware that for many of our children there has been excessive gaming and children's overuse on phones. Their exposure to social media and YouTube will be explored when some individual return. This will undoubtedly have an impact on a young child's mental health.

A few children have recently voiced concerns over the recent Black Lives Matter movement, the events in America and the protests here in London. We note that we need to tackle racism from both sides and discriminatory, prejudicial comments made around colour.

In a working group, staff voiced the issues children face around race, depression, a sense of belonging, insecurity, weight, self-esteem, body image, poor diets. All will be fed into our Recovery Curriculum, Support staff will be crucial when addressing these identified needs.

A game of football cannot be played because of tackling. Pat-ball is also a popular game which requires contact. Both Bubbles have been provided with a variety of playground equipment: table tennis balls, table tennis bats, skipping ropes etc.

Children at Beormund will be encouraged to take part in the Daily Mile. Gilles to measure out a distance. Bubble teams to choose an ideal time within their school day for groups and individuals.

We will also compete in the Virtual London Youth Games, film and submit our entries. A dance club will take place throughout the week encouraging exercise, routines and the love of music.

## 2.3 Changed rules

As long as this addendum applies, we will alter the following school rules.

- It is an expectation that children come into school wearing clean clothes everyday. They will not be required to wear school uniform. This enables staff an opportunity to monitor.

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- Children attain over 425+ shillings per week receive a commendation (as opposed to 475)
- Parents and carers who chose not to send their children to school will not be referred to Early Help. Attendance during this pandemic is not compulsory.
- There will be no Thinking Time during social distancing measures and whilst in Bubbles. Adequate staffing means the team should facilitate reflective practice and use restorative conversations to address the behaviours displayed. Additional timeout spaces have been allocated to each bubble in the form of a second classroom/space.

## 3. Expectations for pupils at home

Beormund will provide a Recovery Curriculum based Blended Learning offer. The expectation will be for children to complete Home Learning tasks in their personalised workbooks as well as accessing their personalised online learning platforms. (RM Maths, Education City and Bug Club)

### 3.1 Remote learning expectations

It is an expectation of the school that children are supported by their parents and carers to access the online Zoom teaching sessions. Adults within the home can contact their child's class team using the class emails located on the class blogs (see school website and follow the links to the class page).

A personalised weekly timetable will be produced for each child. Their learning opportunities will include English, Maths, Reading, Phonics, PSHE and a range of clubs. All children (whether onsite or at home) are invited to attend a daily virtual assembly.

Online Zoom sessions at Beormund:

- It is an expectation that children should be made available during the required time – although we do take into account, as a school that children should not be in front of a device for the entire time.
- Children should join the meeting using their own name so that we know who we are allowing into the sessions
- We ask that, where possible, parents and carers provide a quiet space for their child to learn, away from the TV and family conversations.
- Ensure your child is appropriately dressed for school sessions.
- We encourage all children to display appropriate manners, encourage others children to be polite, foul language will not be tolerated
- Parents and carers should discuss their thoughts on online lessons during weekly wellbeing calls. A mutually convenient time should be agreed. Please alert teachers and/or support staff if you children
- It is beneficial for a child to use a laptop, computer or tablet/i-Pad for the sessions. Children may find using the annotation tools, often used during the session, difficult if they are accessing Zoom from a phone.

### 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 Zoom sessions, online platforms or assemblies we will initially notify by text.

A virtual meeting may take place with either the class teacher and/or Behaviour Support Manager present. A member of the safeguarding team may be present. We will continue to work with outside agencies and refer families to social care if they require additional support.

Class teachers will continue to contact parents and carers, by telephone for a weekly wellbeing catch up. A quick synopsis of the conversation should be logged on Behaviour Watch.

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Members of a class team should relay concerns, queries or seek advice from our Behaviour Support Manager. Staff continue to Emotionally Monitor children and follow the school's Safeguarding Procedures if they believe a child may be at risk.

## 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 half term by SLT and the Induction Team collectively. The Headteacher will draft the amendments. 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:

- Behaviour Policy
- Child Protection/Safeguarding policy
- Health and Safety policy
- Home Learning and Safeguarding Addendum.

<b>Approved by:</b>	Governing Body	<b>Date:</b> June 2020
<b>Last reviewed on:</b>	Friday 12 <sup>th</sup> June 2020	
<b>Next review due by:</b>	Monday 20 <sup>th</sup> July 2020	