

Meadow View Primary School

COVID-19

Behaviour Policy

Addendum to the 2018 policy.



BACKGROUND

On Wednesday 18th March 2020 the British Government announced that all schools would close at the end of the school day Friday 20th March 2020 as a necessary measure to reduce the rate of infection of the Coronavirus COVID19. This action resulted in Meadow View Primary School being closed to the majority of students until further notice. The DFE asked schools, colleges, nurseries, childminders and other registered childcare settings to remain open for children of critical workers and vulnerable children where they can. Meadow View remained open to these children providing 'child care' during the period of school closure.

On 10 May the Prime Minister announced a roadmap towards recovery, including plans for the phased return of some children to school from the week commencing 1st June. From this date Meadow View will no longer run as a 'child care' setting but return to a teaching and learning approach. To ensure the safety of all pupils, staff and parents plans have been put into place and approved by Governors to slowly increase the number of children attending school. This Addendum is intended to support the current Behaviour Policy in place outlining the changes needed in practice but not dismissing the core ethos and expectations Meadow View pupils, staff and parents value.

When returning to school pupils will be placed into a 'Bubble' classroom where they will be taught. There are stringent measures which have been outlined in the:

- Re-opening School Risk Assessment
- Health and Safety policy
- infection control policy
- safeguarding policy

which are intended to keep everyone safe. This Addendum is to be read in conjunction with these documents.

Pupils Mental Health

During this period, many of our children will have suffered by not being in our care each day. Their anxieties will be high and they may have been facing many unknown stresses. Our primary aim to deal with this national crisis when the children return is to support all of our children's mental health.

- Sessions on managing feelings and emotions should be completed daily.
- PSHE should be taught at least weekly.
- 'Notice' each child in the class each day by:
 - Focusing on them; looking directly at them; showing with your body language that they have all your attention; that they are valued.
 - Inviting different children each day to do small tasks with, or for you.
 - Learning to sweep your gaze across the class so that children feel like they are getting some of your individual attention, however small.
 - Recognising that each child is unique and deserves respect and recognition from everyone.
- Enable all children to have at least 5 minutes' free time with an adult where they can chat freely about anything they choose and build relationships with the adults around them.
- Use the strategy of notice, imagine, wonder to validate the children's feelings and emotions no matter how small or insignificant they may seem (e.g. I noticed you said..., I imagine that was tough for you, I wonder if it made you feel...)
- Staff should be aware of their own emotions and behaviours: children will take their cue from adults around them.

- Engage in mindfulness, yoga, art therapy, lego therapy or other relaxation for short periods each day.
- Identify and share with SLT any children who may need further support.

Pupils and parents are expected to:

- Follow any altered routines for arrival or departure outlined in the Risk Assessment. Including using the one-way system, queuing 2m apart, entering their bubble safely with an adult and following the directions of the SLT.
- Follow school instructions on hygiene, such as handwashing and sanitising. These will be frequent throughout the day and logged.
- Follow instructions on who they can socialise with at school. Every member of a bubble can only interact and socialise within their bubble. No-one should socialise with anyone from a different bubble.
- Follow instructions on moving around the school as per specific instructions. Pupils should be escorted onto the school premises by a member of staff from their bubble. They will be supervised in their bubble's classroom and designated outdoor area by the staff from their bubble. Pupils will be escorted by a member of staff from their bubble to the toilets. Pupils and staff should keep a 2 meter distance from any other person they may come across whilst in the corridor.
- Follow expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes. All classrooms have been supplied a lidded bin to dispose of waste which will be emptied twice daily.
- Pupils should tell an adult if they are experiencing symptoms of coronavirus or feeling unwell.
- Pupils should follow rules about sharing any equipment or other items including drinking bottles. All pupils will be encouraged to bring their own drinking bottle, if they do not then a named cup will be allocated to them and that pupil must only drink from that cup.
- Pupils should only socialise at breaks or play times with the children in their 'bubble' and in their designated areas on the playground/field. They must not cross the taped areas and enter the adjacent bubbles area.
- Pupils must follow the instructions for the safe use of toilets. Each bubble has been allocated their own set of toilets and within those toilets each cubicle will be allocated to a smaller group of children. Pupils must only use the toilet they have been allocated.

Rewards and sanction systems

As in our current policy we will continue to have clear **Rules, Rewards** and **Consequences** which are underpinned with a range of **Positive Behaviour Management** strategies used by all staff. At all times staff are encouraged to use a range of **de-escalation, diversion** and **distraction** techniques which are sometimes tailored to the needs of individual children.

School systems

The School Rules - Our 5 R's (These expectations cover all aspects of school life including lunchtimes)

☑ Respect

☑ Responsibility

☑ Resilience

- ☑ Resourcefulness
- ☑ Reflection

These rules are clearly displayed in each classroom on an image of a hand.



To ensure that the 5Rs are clearly understood and used consistently, staff in their bubbles will model the 5Rs and identify and catch children demonstrating these behaviours. We will use circle time/PSHE lessons in class to promote the 5Rs.

Rewards

- Daily recognition board in the Bubble.
- Certificates
- Stickers
- Phone call/text home
- Verbal praise
- Notes home – sent by email.
- Show work to another adult in the bubble.
- Special jobs given within the bubble.
- All children are expected to achieve their goals as a learner for each lesson.
- If a child achieves a 'Goal' this is recorded by the teacher in a tally chart.
- When children reach 25 goals they receive a certificate from their teacher.
- Certificates are given for every multiple of 25 goals achieved.
- Star of the week

Consequences

Stepped Restorative Strategies - Use pupil's name, pupil level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>

2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (learner's name), Do you remember when..... (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to (Have 5 minutes away from the other children but still within the bubble)</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened to you? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make other people feel? 9. Who has been affected? What should we do to put things right? How can we do things differently? What might be a good choice?</p>
<p>Positive relationships are a crucial part of this process. It is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents. Parents will be informed of any significant incident, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.</p>	

The use of the PIP and RIP strategy to be used – Praise in Pupil, Reprimand in Private.

Early Years Foundation Stage

To support the younger children to learn the School Rules they will begin by following a set of simpler rules that have easier vocabulary but are linked to the basic meaning of the 5Rs. These will be:

- Be Kind
- Be Helpful
- Listen
- Try your best
- Try new things

These words will be used to help children to learn the behaviours that are needed to follow the 5Rs which will be introduced throughout F2.

The Early Years Foundation Stage shares the principles, ethos, expectations rules and rewards of the school. However, due to the organisation of the day in the Early Years Foundation Stage and the developmental stages the younger children are at the consequences of inappropriate behaviour are different.

- The children will be given a verbal warning about inappropriate behaviour initially.
- If behaviour persists they will be at the 'Refs whistle' stage and will be asked to leave the area they were playing in and play somewhere else.

- If their behaviour continues or they display yellow card behaviours they will be at the 'yellow card' stage and will be given time out.
- If their behaviour continues or they display red card behaviours they will be at the 'red card' stage and will be given time in, which means they must stay with an adult.

All of the Yellow and Red card behaviours listed are applicable for the Foundation Stage but consideration will be given for the individual's age and stage of development.

To support the development and understanding of actions and consequences the Foundation Stage will use a visual display of a football pitch with each child's photo on. These photos will be moved to the relevant places to show their positive behaviour (goals) or negative behaviour (ref's whistle, yellow or red cards).

The strongest method of supporting younger children to understand the cause and effect of their actions is to emphasise the positive behaviours and celebrate these often. Children will be able to travel along the pitch to score 'goals' like the whole school system. They will celebrate scoring goals in class and with parents. The top scorers will become the 'Player(s) of the Day' and this will be celebrated with parents at the end of the school day.

The key person in Foundation Stage takes responsibility for monitoring the behaviour of their key children and will inform the foundation stage leader should there be concerns over a child's regular display of inappropriate behaviour. Although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

Repeated Incidents or Serious Incidents

No serious incident will be tolerated. If a child's behaviour is putting themselves and/or others at risk of health and/or safety, then the school will conduct a risk assessment to determine if the child can remain on site or whether the issue can be addressed through adapting our plans. If necessary Meadow View Primary School hold the right to remove the child's place to attend during the present arrangements of the COVID-19 pandemic if posing a significant risk to themselves and others. Any serious incidents should be reported on CPOMs and the teacher should notify SLT that they think a Risk Assessment is required.

Support systems for Individual Pupil Need

Pupils will be supported with their individual needs by the staff within their bubble. If a child's needs cannot be met in their bubble then the school will conduct a risk assessment to determine if the child can remain on site or whether they can address the issue by adapting the school plans. If necessary Meadow View Primary School hold the right to remove the child's place to attend during the present arrangements of the COVID-19 pandemic.

Support Systems for staff

The staff within the bubble will be supported remotely by members of the SLT. They will be able to discuss individual incidents or children by reporting cases using CPOMs. Virtual meetings will be held to discuss arrangements and if necessary conduct risk assessments. At no time can a member of SLT enter a bubble to support with behaviour.

Date written – May 22nd 2020