



St Michael with St Thomas Church of England Primary School

RELATIONSHIP AND BEHAVIOUR POLICY ADDENDUM IN RESPONSE TO THE REOPENING OF SCHOOL IN LIGHT OF COVID-19

(2019-20)

The policy statement and principles in this addendum do not differ from the guiding principles in our day to day practice, which is detailed in the St Michael with St Thomas CE Primary Behaviour Policy:

At St Michael with St Thomas CE Primary School, the safety and well-being of our children is our number one priority. We believe that all children should be kept from harm and protected, and we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Rights Respecting Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. This addendum is to be used in conjunction with, and read alongside, the Behaviour Policy.

All children should continue to adhere to the principles outlined in the Rights Respecting Behaviour Policy.

In particular, children should be mindful of the following:

1. You should be careful and considerate, respectful and kind to all.
2. You should follow the school rules as set out in the Behaviour Policy – Ready, Respectful, Safe.
3. You should be safe, responsible and courteous at all times, to all members of the school.

In addition, children and staff should respect the revised day to day expectations of the Home Groups and wider school.

1. Arrivals, departures and moving round school

Children should adhere to the revised rules and expectations for entering and exiting the school site. Children will do this by adhering to the following rules:

- Enter and exit school using their designated entrance and exits at the agreed time for their group
- Use the markers on the floor to keep their distance from any other individual as they move around school
- Remain in their own Home Group room unless directed otherwise
- Continuing to keep their distance from individuals when they move around the inside of school. Movement around school will be limited other than going to the toilet or outside for outdoor learning, playtimes and lunchtime
- Continue to keep their distance from individuals when they move around the outside of school, using the guidelines on the fences and floor

Where pupils are not complying, the updated graduated response (appendix 1) will be adhered to.

2. Social distancing

Children should only interact with others in their own home group throughout the school day. Children will do this by adhering to the following rules:

- Obey social distancing rules at all times – keeping a safe distance both inside and outside of the building, using the markers on the floor
- Remain in their Home Group at all times
- Be expected to socially distance from their peers and adults on the playground/field at all times
- Have their own table with chairs spaced apart
- Enter their classroom and wash their hands, for at least 20 second, using warm water
- After washing their hands children are to go straight to their table and nowhere else in the room



- Stay at their own desks unless directed otherwise
- Put their hand up if they need an adult's support

Where pupils are not complying, the updated graduated response (appendix 1) will be adhered to.

3. Hand washing and hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will do this by adhering to the following rules:

- Always wash their hands for at least 20 seconds with warm water
- Wash hands before being dropped off at school
- Wash their hands using warm water/ anti-bacterial gel on entering their Home Group room
- Wash their hands before and after going to the toilet
- Wash their hands before going outside and after returning from outside
- Wash their hands before and after eating
- Wash their hands at other regular intervals during the day as is necessary
- Follow the catch it, bin it, kill it, mantra when in school
- Use a tissue when sneezing or coughing
- Dispose of all tissues in the lidded bin
- Avoid touching their face, mouth, nose or eyes while at school
- Always ask an adult to go to the toilet.
- Only to enter the toilet areas one at a time
- Only use their personal resource packs, not interfering or touching any others resources or equipment
- Only use their personal water bottle
- Only eat their own snack, that has been brought in from home in a disposable container
- Only bring their lunch in a disposable bag, with all contents also being disposable
- Do not bring any additional items into school, other than a coat, sunhat, a disposable lunch bag/contents and a disposable snack
- Notify their Home Group teacher if they have their mobile phone in school and understand that their phone must staff off and untouched during the school day (mobile phones should only be brought in for walking home purposes)

Where pupils are not complying, the updated graduated response (appendix 1) will be adhered to.

4. Be aware of, and follow, expected Self-Care and Health needs

Where possible, children will be expected to inform an adult if they feel that they have any Covid-19 symptoms. Symptoms include:

- a high temperature
- a new, continuous cough
- a loss or change to your sense of smell or taste

5. Rewards and Sanctions

Rewards

Dojos will continue to be awarded to children who display positive behaviours. The collection of dojos will be celebrated, with their teacher and Home Group, at the end of each week. This celebration will take place in their class, rather than in weekly Worship & Praise. Home Group leaders will put on children's dojos to reduce movement around the Home Group room.

Celebrations will still be shared with members of the Senior Leadership team via emails and texts will still be sent home to share celebrations with parents/carers.



Sanctions

Our Graduated Response has been updated in light of Covid-19 (Appendix 1).

Internal Exclusion

Internal Exclusion is used to support behaviour management. Internal Exclusion can still be used in extreme cases, as long as parents/carers have been consulted. For vulnerable students this should be written into plans and risk assessments. If internal isolation is to be used, spaces will be need to be adapted and staff from the home group will supervise the session which the child is excluded for. Parents/carers will be informed if their child is to be internally excluded.

Internal exclusion would usually be employed for:

- persistent or serious disruption or defiance
- to allow an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps
- as a result of a referral from a middle leader, where behaviour in the subject has seriously disrupted the learning and or health and safety of others
- for a period of reflection following an investigation into a serious incident or persistent breach of the school rules

Exclusion

The Headteacher retains the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the academy's behaviour policy, and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

Daily attendance returns to the DfE and LA must be completed as required.

The Three Saints Academy Exclusion Policy should be referred to for any Fixed Term (FTE) or Permanent Exclusion (PEX). In the case of repeated FTE or a potential PEX, the academy's CEO should be consulted and an appropriate course of action agreed.

Schools who have permanently excluded a pupil will be expected to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible, so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

Restraint and reasonable force

During the current situation social distancing should be employed in all situations other than extreme cases, such as restraining children to keep themselves and others safe.



The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

A risk assessment will be undertaken for pupils who, based on evidence available prior to closure of schools, required physical intervention. This will enable the school to determine the risks and put in place appropriate plans to manage the situation.

Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:

- be able to change clothing immediately after the incident
- take a shower immediately, at home if necessary.

Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.

Following a risk assessment and a discussion with pupil and parents/carers, the pupil should return to the academy unless it is deemed unsafe to do so.

These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.

Serious incidents involving the use of force will be recorded and reported to parents/carers.

In deciding what constitutes a serious incident, the principal will use their professional judgement and consider the following:

- pupil's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- the pupil's age

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. tests, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is



communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Vulnerable Children or those with an EHCP

Those with an EHC plan will be risk-assessed in consultation with the local authority (LA), the parents and the child (where possible) whether they can safely have their needs met in the academy or whether home learning is the most optimal solution. This will include, where necessary, consulting with carers, social workers, therapists or clinicians. Where learning can safely be met in the academy an update to the risk assessment must be completed.

A risk assessment should be carried out for any pupil attending the school from June 1st that has significant needs or is a cause for concern, such as those pupils who have an EHCP or who are on SEND Support, but are waiting assessment outcomes, or those pupils who are not on the SEND register but are a cause for concern due to behavior needs. This risk assessment should assess the pupil's ability to comply with the protective measures and behavior norms put in place by the school.

Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or individual education plans/pupil support plans for those with additional needs but without an EHCP. Support plans will be updated to reflect any risks identified from a pupil's risk assessment.

Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but are not limited to:

- preview of new behavioural norms and perhaps a visit to the school
- additional support for the arrival and exit to the school
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- adapted resources to teach behavioural norms
- adapted sanctions and rewards