

Behaviour Management Policy 2020 Covid- 19 Addendum

At Windmill Academy, we expect and encourage excellent behaviour and self-discipline from all our pupils in order to achieve an environment which enables emotional development, effective learning, high standards and smooth functioning of our school. Our school is a complex community of adults and children, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct, providing the background against which, all aspects of school life may flourish. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with SEND.

Whilst the philosophy, aims and values in our Behaviour Management Policy remain in place, it is necessary, in light of the Covid-19 pandemic, to make some adjustments to the expectations and implementation for the safety of all pupils and staff. This addendum is to be used in conjunction with, and read alongside, the Behaviour Management Policy, Anti- Bullying Policy and Safeguarding Policy. The adjustments comprise of three main areas and are set out below:

1. Children's return to school must be positive. They must be welcomed back, carefully taught and reminded of the new procedures and protocols on a daily basis, which include:

- a) the updated code of conduct
- b) arrivals, departures and moving around school
- c) hand washing and hygiene
- d) social distancing
- e) toilets
- f) break times

Children must be rewarded significantly (via Trackit Lights) for following these. High quality PSHE, which follows the guidance given by Katy Aggus (SENCO), should be delivered regularly.

a) Updated Code of Conduct:

See Appendix 1.

b) Arrivals, departures and moving around school:

Children will enter and exit school through their designated entrance/exit at the agreed time:

Only one parent/carer should drop off/collect children.

On arrival, children should go straight to their designated bubble, entering through the correct door and with children in upstairs classrooms following the one-way system

At their designated home times:

EYFS, Year 1 and Year 2 staff will look out for parents/carers who will collect the child whilst observing social distancing.

Year 3, 4, 5 and 6 staff will escort children to the playground, where each bubble will remain distanced. From there, children who walk home alone will be dismissed through the back gate and children and staff will look out for parents/carers collecting the children, whilst observing social distancing.

Inside, the school will operate a one-way system. Arrows will be placed to guide children and staff with. The only exception to the one-way rule are when children are going to the toilet.

c) Hand washing and hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. This will be carefully taught to children on their first day back and they will be reminded of the correct procedure regularly, as age and understanding dictates. Children will wash hands on arrival at school, when leaving the classroom, when entering the classroom, before and after eating and at regular intervals throughout the day.

We ask children to follow the 'catch it, bin it, kill it' mantra when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes.

d) Social distancing

Children who are old enough will be expected to socially distance from their adults in school and on the playground. Pupils will be sat in rows at tables in the classroom. When children enter their classroom, they are expected to go straight to their table and nowhere else in the room. Children must put their hand up if they need to move – they must not leave their seat without permission.

We understand socially distancing may be more difficult for younger children. They will be encouraged wherever possible to keep a distance from adults, however, we understand this may not always be possible.

e) Toilets

Children must be reminded to only use the toilets when necessary, to go alone and to be quick. It may be appropriate for an adult to escort them, at a distance, if age or behaviour requires it. Children must go directly to the toilet, which may involve going against the one-way system, only use the toilets one at a time and wash their hands thoroughly when they have finished. If a child is already using the toilet, the other child must wait outside until they have finished.

f) Break times

Children must be prepared for break times being different to usual. They will only have break times with the children in their phase bubble. Children will be expected to remain socially distant from adults during break times. Each phase bubble will have its own equipment. Break times will be shorter and so bubbles must arrive and leave promptly.

Rewards

Positive recognition motivates the children to observe the rules and when implementing new or altered rules, to children who have been impacted by adverse childhood experiences, it is very important that rewards are given regularly and enthusiastically to reinforce positive behaviour.

Behaviour Tracking system

Bubbles will still use the desktop app on the computer called 'Trackit Lights'. Trackit will be amended so that groups can use them. The points categories will be altered so that points can be rewarded, specifically, to reinforce the new behaviours that we are trying to instil (e.g. there will be a 'good hygiene' category).

Individual rewards

Three prizes are to be awarded daily to the top three children in each class. However, care must be taken with the prize box. The teacher needs to read out what prizes are available and the child needs to pick up that prize without touching any others. In case of contamination, the prizes should be cleaned.

2. **Consequences** – if a child's behaviour goes against the school policy, but is not a Covid-19-risk-related behaviour, in that it does not put any individual at risk or increased stress/anxiety of Covid-19, then the below procedure should be followed:

The adult will count one; hold up one finger and pause. This is a warning reminding the child that they should stop what it is they are doing. If the behaviour does not stop then they will say two, hold two fingers up and pause. The child then has another opportunity to stop what they are doing. If the behaviour continues then the adult will call three and put three fingers up. This will result in the child's name being recorded on the whiteboard as a sign of disapproval and recognition.

Step	Stage	Details
1	Pre-warning	Name on the board
2	Orange points (Consequence)	Warning
3	Yellow points (Consequence)	Miss a playtime (standing with adult on the playground or staying in class with member of staff – need to stay with their bubble)
4	Red points (Incident)	Class teacher to phone parent after school or class teacher to phone SLT who will advise.

3. Consequences

If the child's behaviour is deemed to put any individual at increased risk from or stress/anxiety of Covid-19 then a different procedure must be followed:

If it is clear the child does not fully understand the new rules and protocols, then additional support must be put in place for the pupil – either by way of additional teaching, extra reminders, phoning the parent/carer and asking them to speak to/practise the rule with the child at home.

If it is clear the rule has been purposefully broken, then, for less severe incidents, the class teacher must follow the usual procedure (warnings, name on the board, moving through orange, yellow and red warnings). For serious incidents, the class teacher must phone SLT who will make a decision on whether the child remains on the school premises.

Below are examples of behaviours and the procedures to follow:

Behaviour	Staff	Possible actions
Deliberate failing to follow any altered routines for arrival or departure	All staff	Remind child of why we need to do this. Follow policy by writing name on board, giving orange/yellow points as appropriate until behaviour is modified.
Deliberately failing to follow school instructions on hygiene, such as handwashing and sanitising OR Deliberate failing to follow instructions on who they can socialise with at school	All staff SLT	Follow policy by moving the child through the traffic light system to orange, yellow. Repeat behaviour will require the pupils name to be moved to red Phone SLT to discuss. Class teacher/SLT phone parent to discuss.
Moving around the school inappropriately and or not following the one way system in place or being found in an area that is out of bounds to pupils	All staff SLT	Follow policy by moving the child through the traffic light system to orange, yellow. Repeat behaviour will require the pupils name to be moved to red Phone SLT to discuss. Class teacher/SLT phone parent to discuss.

Behaviour	Staff	Possible actions
Deliberate failing to follow the rules about sharing any equipment or other items including drinking bottles	All staff SLT	Follow policy by moving the child through the traffic light system to orange, yellow. Repeat behaviour will require the pupils name to be moved to red Phone SLT to discuss. Class teacher/SLT phone parent to discuss.
Coughing or spitting at or towards any other person	All staff SLT	Name moved to red Phone SLT Parent/carer called Removed from site Place withdrawn until further notice
Serious incident of unsafe behaviour during the phased reopening	All staff SLT	Name moved to red Phone SLT Parent/carer called Removed from site Place withdrawn

Instead of the red triangle system usually used, in case of serious incident, staff members will phone SLT or the office.

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. exams, 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 SEND, 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 SEND 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.

Appendix1

Code of Conduct for Pupils: From June 1st 2020

Page 1

During these unusual times, in our Windmill community, we will:

- **Respect each other**
 - ⇒ *By doing our best to keep at least a 2 metre distance from other children and staff*
 - ⇒ *By staying in my bubble, NEVER entering another bubble, and being where I'm supposed to be at all times*
- **Take care of the school environment**
 - ⇒ *By avoiding unnecessary touching of surfaces/doors etc.*
 - ⇒ *By understanding we have a limited amount of playtime equipment and at playtimes I will be told who I can play with within my bubble*
- **Be kind and considerate of others**
 - ⇒ *By staying apart from my friends when I arrive and leave school*
 - ⇒ *By showing understanding of and kindness towards the range of feelings and emotions myself and others may experience during this challenging time*
- **Show good manners and hygiene at all times**
 - ⇒ *By trying really hard not to touch my mouth, nose and eyes with my hands*
 - ⇒ *By never sharing any of my equipment (pencils, rulers, water bottles, food, etc.) with other children*
 - ⇒ *By NEVER coughing/spitting at or on, or unnecessarily touching, others or objects*
 - ⇒ *By following instructions on hand-washing and hygiene throughout the day*
 - ⇒ *By wearing clean clothes, or clothes that have not been worn for 2 to 3 days, each day*
 - ⇒ *By not wearing my blazer (Year 6)*
 - ⇒ *By following 'catch it, kill it, bin it' if I need to sneeze or cough*

Code of Conduct for Pupils: From June 1st 2020

Page 2

- **Think carefully about our actions**
 - ⇒ *By thinking carefully about whether my actions are in line with our code of conduct or could cause risk to myself or others*
- **Be honest**
 - ⇒ *By telling an adult immediately if I'm feeling unwell, particularly if I have a cough, I'm feeling hot and/or not smelling or tasting properly*
- **Try, try and try again and be the best people we can be**
 - ⇒ *By using Windmill's values to approach the changes I'm experiencing*
- **Be punctual**
 - ⇒ *By arriving at the correct time given to my bubble*
 - ⇒ *By arriving for and leaving playtimes promptly*
- **Work together as a team , following instructions carefully and immediately**
 - ⇒ *By moving around the one-way system in school correctly*
 - ⇒ *By only using the toilet when I need to and have been allowed, to be quick, go on my own and wash my hands thoroughly for 20 seconds with soap and warm water and dry them afterwards*

I understand that if I do not follow these instructions, and if my actions put others at risk, I may not be allowed to stay at school.