



Behaviour Management Procedures 2020 Covid-19 Appendix

This behaviour appendix adds academy specific detail to “The Harmony Trust Behaviour and Anti-Bullying Policy”. It has been written in response to the specific circumstances related to the Covid 19 pandemic in May 2020. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Safeguarding Policy.

The Harmony Trust acknowledges guidance provided by CSTUK in this situation. Following CSTUK recommendation, it should be noted that 'any pupil who commits serious or persistent breach of the new **COVID-19 Protection Rules** may be sanctioned by the Executive Principal/ Head of Academy using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.'

At Ash Croft Primary Academy, 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 Behaviour Management Procedures documentation remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. The **Covid 19 Protection Rules** at the end of this appendix will be shared with all pupils when they return to school and at regular intervals, particularly in the early stages of pupils' return. Time should be spent explaining to pupils in an age appropriate and sensitive way the purpose of and reason for these additional rules.

The required adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children must enter school through their designated entrance at the agreed time. Children will go straight into their classrooms, where they will be met by their teacher. Academy staff will be strategically placed around the site, to ensure that children are adhering to the social distancing rules.

If a parent needs to speak to a member of staff, they will contact school via email or phone. No parents will be allowed on site without first obtaining permission from the Executive Principal/Head of Academy.

At their designated home time, children will be led out of the building from their designated exit and move to their collection point, maintaining social distancing, until their adult arrives.

Movement around the school will be limited. Children will only need to leave their classrooms if they are unwell, need to use the toilet or to collect/ return their lunch.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and lunch boxes and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel on entering school, after returning from the outside, before and after eating and at regular intervals during 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 while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school who are not in their bubble and on the playground/field wherever possible. All pupils in school will sit facing the front in a side by side formation. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support. Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

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

Toilets

Each bubble will have their own toilets where possible or time allocated where they can use the toilets if shared. Children will be supervised and encouraged to use the toilets one at a time. When a child has finished in the toilet they must wash their hands for at least 20 seconds using soap.

Break times

Break times will be staggered to avoid crowding. Children will have a designated place to play during break times. Children will be expected to socially distant from both peers and adults in their bubble during play and break times. Children must stay in their designated area at all times.

Children will be encouraged to take part in social distancing games e.g. Charades, Dodgeball, Simon Says. Games such as Tag and football will not be permitted.

Consistency

The staff at ACPA understand the need to have a consistent approach when dealing with behaviour, so that all incidents are dealt with fairly. The following rules ensure that all adults in the room know how to respond to:

- Sensitive pupils with special needs.
- Ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly.
- Carefully following each stage of the behaviour policy rather than overreacting to poor behaviour.
- Or simply remembering to stay calm.

Staff who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the academy. When children know that staff will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

Rewards

We promote an ethos where children's learning is a reward in itself so the children are not only driven by external praise. However, there are times we would like to

celebrate their successes, therefore we use many reward strategies in school, for example:

- Smile – the most common reward is to recognise that the child is making the right choices.
- Verbal praise – public recognition for correct behaviour choices/or good work.
- Written feedback in books – comments made for super work.
- Stickers - these may be distributed either for good work or behaviour.
- Good work can be shown to the class or copied to send home.
- Dojos, notes or texts can be sent home to inform parents of good work/behaviour. Information about these Dojos are also shared with parents through class stories.
- Collective whole class rewards, for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or a chart leads to a whole class treat or special time as agreed between the teacher and the children.
- Star of the week – this status awards children for effort, good behaviour and adhering to values. During the current restrictions, this will be held virtually using Teams with certificates given out by the class teacher.
- Good to be green certificates in assembly at the end of each half-term with a small treat. At the end of the year, the children who have been 'green' all year, will get wow reward eg: time on the bouncy castle.
- House celebrations each half term - This will be on hold whilst the current restrictions are in place.

Class dojo will continue to be used to reward children for their behaviour and work. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible.

Behaviour and exclusions

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or

deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning and further explanations of the dangers of the pupils unacceptable actions, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour management procedures.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and the exclusion policy can be implemented.

Sanctions

Stage	Place on Chart	Behaviour	Action
Verbal Warnings	Name stays on green	Low level disruption.	Remind the child of 'the right thing' to do.
Cool off time in class	Name moves down to yellow	Continuation of low-level disruption or more serious first-time offence.	Time out in reflection corner/zone/table in class for 5 minutes.
Cool off time with Inclusion Manager	Name moves down to orange	Continuation of low-level disruption (despite class reflection time) or more serious first-time offence.	<p>Inclusion manager to be sent for, so that she can take the child to the library (strict SD will be adhered to) and spend 5 minutes (KS1)/ 10 minutes (KS2) reflecting on their behaviour.</p> <p>At the end, the Inclusion Manager will sign the card and the pupil will return to normal class and welcomed back by class teacher.</p>
SLT support	Name moves down to red	High-level first-time disruption.	Executive Principal/Head of Academy would be called to the classroom and the pupil would be accompanied to the library (so that strict social

		<p>Refusal to leave for Inclusion Manager when requested.</p> <p>Continuation of low-level disruption (upon return from the Inclusion Managers office).</p>	<p>distancing can be adhered to), where their behaviour would be discussed and time for reflection would be encouraged. The child would then be asked to complete any work that had been missed before returning back to their classroom, once their behaviour had improved.</p> <p>Red card will be communicated to Parents.</p> <p>Always recorded on CPOMs by class teacher</p> <p>1st red card – end of day conversation with parent (be sure to give them the option of coming into the classroom to talk in private)</p> <p>2nd red card – another conversation with the inclusion manager also present to offer any support/ address any issues.</p> <p>3rd card – conversation with SLT and teacher</p> <p>4th card – Advice will be sought from behaviour support or referral made to the SENDCO for Educational Psychology input if necessary.</p>
Exclusion - Internal			<p>For persistent disruptive behaviour/ more serious behaviour incidences, then the pupil could in the first instance be excluded in school for a period of time. This will be in the library with a member of the SLT at the discretion of the Executive Principal/ Head of Academy.</p>
Exclusion	N/A	<p>Serious physical or verbal assault.</p> <p>Continuous defiance/ low level disruption</p>	<p>In line with the Trust policy, The Executive Principal reserves the right to use temporary and permanent exclusion.</p> <p>To be recorded as per Trust and Local Authority guidance</p>

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 new behaviours 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 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.

Pupil's working at home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via

Seesaw/Purple Mash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time. Staff will continue to provide learning for children at home.

Staff behaviour and expectations

Staff will be expected to uphold and follow the social distancing measures expected across school, including one way systems. This will support the children in maintaining distance, and also set a good example to parents. Staff will be required to use specific toilets as planned and instructed.

Staff will be responsible for the general cleaning of their bubble throughout the day, where possible. Use of the staffroom will be limited and staff must take their breaks outside where possible, following the rota system to avoid multiple staff using the staffroom for drinks or food preparation. If

The academy will offer a curriculum to nurture and reconnect with children, including activities for mental health and wellbeing. There will be a focus on reading, both whole class and individual. Staff will also continue to send out learning activities for children who are learning from home.

Revised/ Additional Rules- to be shared with pupils as they return to school and regularly thereafter

1. You should be 2 metres away from other pupils and adults at all times who are not within your bubble, including in corridors and outside
2. You should always wash your hands for 20 seconds with soap or use hand gel when you arrive, after going to the toilet or come in from outside.
3. You should stay in your seat at your desk and put up your hand if you need anything from an adult in your classroom
4. You should not leave your classroom without an adult's permission
5. You should use a tissue or your arm if you need to sneeze or cough and put up your hand up if this happens so you can be told to go to wash your hands