

Behaviour and social distancing policy- COVID 19

St. Peter's CE (Controlled) School, Bratton



Approved by: Mark Davis

Date: 19.01.21

Last reviewed on: 18.01.21

Next review due by: April 2021

Forward

Whilst we are working in exceptional times, our priority is to keep our children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to behaviour and social distancing in several important areas. Government guidance does not advise that social distancing is always essential in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks in rows
- ensuring pupils eat at their desks (that will be cleaned before and after eating)
- keeping apart from other bubbles when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times via a rota that includes designated areas that each bubble will stay within
- putting guidelines around corridors and reminders on walls and furniture
- avoiding unnecessary school gatherings and sometimes replacing these with alternative approaches e.g. Microsoft Teams assemblies from classrooms

For further details, please regularly check our school website, parent mail or email the school office at stpetersbratton@taw.org.uk

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our school values and expectations.

School strap line

Enriching Lives Everyday

School Values

Excellence Nurture Respect Integrity Compassion Hope

We recognise that this could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly, and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour, and it is important that staff respond to this consistently.

Pupils will be reminded of the expectation and expected to amend their behaviour immediately. However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

Aims

This policy aims to:

- Provide a clear and consistent approach to behaviour and social distancing during the COVID-19 pandemic.
- Define what we consider to be unacceptable behaviour during the COVID-19 pandemic.
- Outline how pupils are expected to behave around school during the COVID-19 outbreak.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

Legislation and statutory requirements

This policy is based on advice regarding the COVID-19 outbreak from the Department for Education (DfE) on:

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

Definitions

Misbehaviour regarding social distancing is defined as:

Stage 1: Deliberately breaching social distancing.

Stage 2: Repeatedly deliberately breaching social distancing (despite instruction otherwise)

Stage 3: Breaching social distancing with intent to threaten or intimidate other pupils (eg, 'pushing a child and saying 'you've got coronavirus').

Other forms of Misbehaviour are defined as

- Disruption in lessons, in corridors between lessons, assemblies and at break and lunchtimes
- Poor attitude
- Acts of unkindness towards others

Serious misbehaviour is defined as:

- Repeated breaches of behaviour and social distancing expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting and/or physical assault
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period.
- Difficult to defend against

Full details of bullying are found in the school Anti-bullying policy.

Roles and responsibilities

The governing body

The governing body will review this behaviour and social distancing policy in conjunction with the headteacher and monitor the policy's effectiveness during the pandemic period and make changes according to government guidelines and updates (where appropriate), holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and social distancing. They will ensure staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour and social distancing policy consistently
- Modelling positive behaviour and adhere to social distancing expectations.

The senior leadership team will support staff in responding to behaviour and social distancing incidents.

Parents

Parents are expected to:

- Support their child in adhering to the expectations around school regarding social distancing and behaviour expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly via email or telephone.

Rewards and sanctions

Class charter

Is derived together from the guidelines directed from the government and reflects what is expected in each classroom. This is written at the start of wider opening during the COVID-19 pandemic or at the start of a new academic year, is displayed in the classroom and is used as part of managing behaviour and social distancing expectations.

Positive Praise

School expects all adults to use positive praise throughout the school day to let children know they are doing the right thing and to receive affirmation for it. All adults contribute to this ethos of positive praise. Our ethos of positive behaviour is underpinned by positive praise.

Other forms of reward

Postcard home: Class teachers and/or Senior Leadership may select a pupil for a postcard home. These are selected when a child has demonstrated exceptional learning or examples of our school values. These are handwritten and given to the pupils to take home at the end of each week.

Special mentions: Each week, class teachers will inform their link Senior Manager via email of children whom they would like a special mention for. This could be children who they have noticed working especially hard at something in class or have shown great kindness towards a peer for example. Senior managers will visit their wing classrooms during a Friday afternoon to announce the special mentions for that week. Senior Leaders keep a record of all special mentions.

Sanctions

Stage 1: Deliberately breaching social distancing.

Should a pupil not adhere to the behaviour and social distancing expectations, in the first instance, verbal prompts and reminders from staff will be given. Pupils will be encouraged to immediately adhere to the expectations, giving them the opportunity to turn their behaviour around quickly.

Stage 2: Repeatedly deliberately breaching social distancing (despite instruction otherwise)

Should a pupil repeatedly not adhere to the behaviour and social distancing expectations, a senior member of staff will be called to support the staff member leading the lesson. The member of SLT will assess the level of risk and inform the pupil and staff what will happen next. This may result in the pupil being taken away from their group and isolated. Parents will be informed about the breach of behaviour and social distancing expectations.

Stage 3: Breaching social distancing with intent to threaten or intimidate other pupils (eg, 'pushing a child and saying 'you've got coronavirus').

In this instance, a member of SLT will be called and the pupil would be immediately isolated. Parents will be contacted via telephone or email by a senior leader at the soonest convenience. This meeting will include a discussion around if the child can return to school when they are next due in, and in what capacity.

In extreme cases, the school exclusion policy will be used.

Lunchtime

Stage 1: Deliberately breaching social distancing.

Lunch time staff will give verbal prompts and reminders to follow behaviour and social distancing expectations.

Stage 2: Repeatedly deliberately breaching social distancing (despite instruction otherwise)

A member of SLT will be called if a pupil repeatedly breaches the behaviour and social distancing expectations. This member of SLT will lead on what happens next. E.g., be taken into isolation, parent contacted.

Stage 3: Breaching social distancing with intent to threaten or intimidate other pupils (e.g., 'pushing a child and saying 'you've got coronavirus').

In this instance, a member of SLT will be called and the pupil would be immediately taken away (and isolated). Parents would be contacted by a senior leader will be arrange at the soonest convenience. This meeting would include a discussion around if the child can return to school when they are next due in, and in what capacity.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the agreed charter and their own classroom expectations, that are formed with the group.
- Develop a positive relationship with pupils, which may include:
 - Using praise as the most powerful motivator for good behaviour
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines/expectations
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour and social distancing

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption

Physical restraint

Whilst decisions to use physical intervention may need to be made quickly, they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

Due to the COVID outbreak, it is unclear if pupils will experience transition sessions with their new class teacher in the manner, we will usually deliver transition opportunities. All efforts will be made to ensure that the pupils know which teacher they will be with the following year and endeavour to do our best to create opportunities for transition sessions to take place. In accordance with government guidelines, the school will continue to develop the plan for wider opening during the pandemic and where possible, will create opportunities for pupils to have transition sessions with their new class teacher. This may not be possible for all pupils.

Transition meetings between teachers will take place during the Summer Term.

Monitoring arrangements

This behaviour and social distancing policy will be reviewed by the Headteacher and the governing body as per government advice and guidelines regarding wider opening during the COVID-19 pandemic. When the pandemic is over, the school's normal behaviour policy will resume.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- E-safety policy
- Anti-bullying policy

