

Positive Behaviour Policy Addendum

The addendum to the school's positive behaviour policy is published in response to the current coronavirus pandemic to ensure the governments guidelines and expectations are met. As more children return to school, a number of important safeguarding principles which are related to the behaviour of pupils must be considered and guide policy.

To prevent the spread of coronavirus, schools and other settings have been directed to use a range of protective measures to create safer environments in which the risk of spreading the virus is substantially reduced.

The government has advised schools that there is a need to limit the amount of contact between different groups of children, to promote good hygiene and where it is possible to reduce the spread of the virus. It is one of our driving principles to ensure the highest standards of safety are maintained. This addendum takes these key points into consideration.

This addendum should be read in conjunction with the school's positive behaviour policy.

Expectations of our staff

All staff will

- meet and greet the children at their designated drop off point and ensure they enter the classroom in a calm and orderly manner, maintaining a social distance of 2m wherever possible
- encourage all pupils to maintain a social distance of 2m when lining up, moving around the school (this may include following a one-way system) or working in their classroom
- ensure pupils work at/in their designated work space in the classroom
- ensure pupils are socialising and playing in their allocated zones during social time
- supervise hand washing; praising those who are doing this well and support others to complete it appropriately
- explicitly teach, check and remind pupils about hand hygiene expectations
- when required, request additional soap, sanitiser, tissues etc for their classrooms
- promote and expect good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach from all pupils

Expectations of our pupils

All pupils will

- follow altered routines for arrival and/or departure to the site
- maintain a social distance of 2m from their peers and members of staff when lining up, moving around the site and working in their classroom/learning area

Note: The government recognise in their guidance that primary aged children, particularly those in EYS/KS1, may find the concept of social distancing difficult to understand and follow. Staff will model and encourage this behaviour to raise pupil awareness and support change in behaviour.

- exclusively use their allocated stationery and equipment or other items including drinking bottles
- exclusively use the play equipment that is allocated to their 'social group' during social times
- tell an adult if they are experiencing symptoms of coronavirus or are feeling unwell
- remain at their allocated desk or learning space and ask the member of staff leading if they feel they need to leave their place
- socialise and play in their allocated zones during social time
- practice good hand and respiratory hygiene in relation to sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes
- not deliberately cough or spit at another pupil or member of staff
- ask before we use the toilet, only entering one at a time

The 3 'Rs'

In school we are:

Respectful

- We listen to and value the opinions, beliefs and ideas of others
- We follow the instructions of adults in school
- We use kind words and actions
- We listen when somebody speaks
- We look after school property and keep our environment tidy

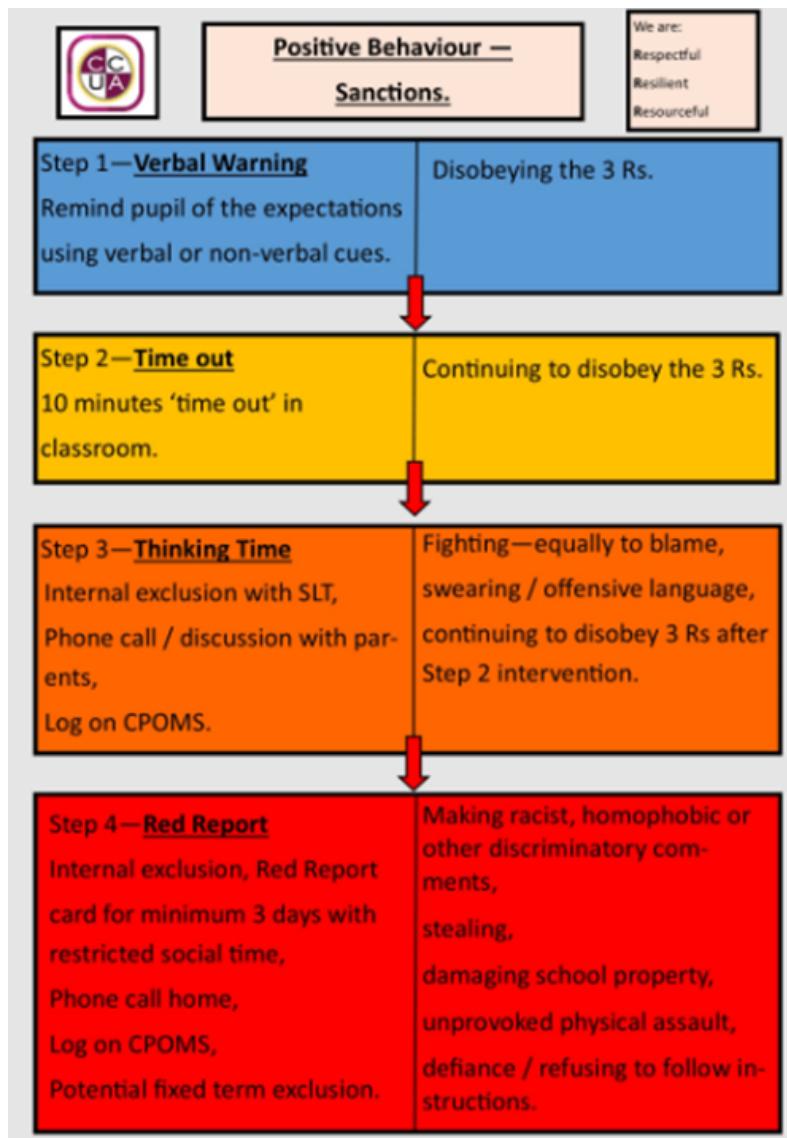
Resilient

- We take pride in our work and always try our best
- We make every effort to attend school every day and are punctual
- We are proud of our school
- We don't give up!
- We work collaboratively, as part of a team

Resourceful

- We come to school prepared
- We learn from our mistakes
- We ask good questions, we are curious
- We show initiative when trying to solve problems
- We use all the resources in our classroom to help us learn

Revised stepped response and consequences to negative behaviours



*Step 2 Time out consequence will be within bubble space.

*Step 3 behaviour may include threatening to spit, sneeze or cough on another pupil – this will be recorded on CPOMS, parents will be called and further thinking time will be spent with outside adult on duty

*Step 4 behaviour may include deliberately spitting, coughing or sneezing on another child or adult – this is recorded on CPOMs and parents are informed of behaviour and invited to take part in a remote support meeting – external support may be accessed. Any child on Red Report will spend thinking time during all outside breaks with the adult on duty.

Rewards

We appreciate that there will be revised and newly identified expectations of our children on their return to school to ensure the risk of contamination and infection is reduced for all stakeholders. We value our pupil's contribution in ensuring that all members of the school community are as safe as possible from the spread of coronavirus. We will recognise and reward pupils, both individually and as part of their 'bubble' groups for positive behaviours that support themselves and others in the current situation.

Individual rewards

Children will all be issued with an individual reward card which will be kept out at their allocated work space.

In addition to the rewards in the school's positive behaviour policy the pupils will be given rewards for consistently following the expectations outlined in this addendum i.e.

- maintaining social distance
- regularly washing hands and using hand sanitiser
- practising good respiratory hygiene
- learning within the boundaries of their learning bubble
- socialising and playing within their designated zone at social times

When a reward card is complete the pupil will receive a certificate and a text will be sent to parents to congratulate them on their success.

Group rewards

Weekly rewards will be set by the members of staff running the 'bubble'. They will discuss with their pupils and decide on a target for the week which will promote and encourage positive behaviour. The reward may include extra playtime/free time in class to do art and craft activities etc
