



Discovery Schools
Academy Trust



Merrydale
Junior School
Be the Best you can Be

Annex: Supplemental Behaviour Policy during the reopening of schools

May 2020

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1. Context

From 1st June 2020 EYFS, Year 1, Year 6, vulnerable children and children of critical workers are reintegrated back to school following the following Government Guidance:

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

<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/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

This annex to the school Behaviour policy reflects new protective measures and arrangements implemented in response to COVID-19. All other provisions in the Behaviour policy remain in force.

2. Protective Measures

Class sizes:

In order to keep the children and staff as safe as possible and in line with Government guidance we have split our year 6 group into 6 groups. This is following a consultation with parents as to which parents would send the year 6 children back. As a Junior School we do not have to arrange groups for EYFS and Year 1. Pupil numbers will not exceed 15, and only where the room is big enough.

Teachers (and other staff) will be allocated to a group and will remain with their allocated group, as far as possible, during the day and throughout the whole week.

Whole school assemblies will not take place. Teaching staff will address individual groups within their classroom.

Drop off and collection arrangements:

Upon arrival and departure, children will be asked to wash their hands or use a hand sanitizer. Only one parent/carer will be allowed onto the school grounds. Pupils will remain in their outdoor clothing until they are in their allocated classroom. To ensure social distancing staggered start and finish times are in place:

Queuing systems and marking on pathways will be in place at drop off and collection points. Families will be sorted alphabetically to pick up so family groups can leave together to avoid congestion. Gathering outside school at drop off and collection times is forbidden.

Classrooms and Toilets:

Where possible, adults will support the children by maintaining 2m distance. If a pupil requires close medical or intimate care, PPE should be worn. Classrooms will be well ventilated with doors and windows left open. Classroom furniture will be laid out so that children can socially distance. Children will sit in the same seat throughout the day. Children will have access to their own pencil case and stationery. All unnecessary furniture will be removed from the classrooms.

Each year group will have allocated toilets. Only one child will use the toilet at one time and there will be a system in place so that toilets can be cleaned regularly.

In classrooms, coats will be on the back of the chairs and bags will be placed under the tables to ensure coats and/or bags aren't touching. Children will not be expected to bring in PE bags.

Movement around school:

All non-essential movement around the school will be avoided. Children need to walk on the left of the corridors, areas of the school will be marked with the appropriate signage. Where possible, children will be supervised in corridors and the main areas of the school to manage the number of children in these spaces. A one-way system will be in action around the main toilet area of the school. To the best of our ability, groups of children will not mix. Where possible (in accordance with fire regulations), doors will be propped open to reduce contact with door handles. A fire drill will be conducted when children are back in school.

Hygiene:

Children will be expected to wash their hands regularly for at least 20 seconds. Children will follow washing hands guidance from the NHS, which can be found here:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

NHS hand washing posters have been installed above sinks to give information on good hand washing techniques. A rota will be in place that children know what time they will wash their hands AND go to the toilet, at least three times a day. Teachers or a member of staff will supervise toilet usage and inform cleaning staff of any issues.

Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way, using the same PPE as they have always done for this task. This PPE may include: Gloves, Goggles, Apron and Mask.

3. School rules

When pupils return to school, class teachers will explain to the pupils that there are some additional school rules and routines that pupils are expected to follow in order to keep everyone safe. New rules are:

- Hand washing – pupils and staff need to wash their hands for 20 seconds regularly and use hand sanitiser. Children will also be told to wash their hands:
 - Before they eat

- After they sneeze
- After they blow their nose
- After they go to the toilet
- Whenever asked to by the class teacher
- Children will be reminded to:
 - Not bite their nails
 - Not put their hands in their mouth
 - Cover their mouth when coughing and sneezing
- Social distancing – keep apart from other children and staff. Children will be taught this is the distance of at least their arms outstretched.
- When walking in the corridors, walk on the left in single file
- Tell someone straight away if they feel unwell
- Not to share equipment with each other, this includes stationery and drinks bottles

The children will have the opportunity to discuss these rules and ask questions. Children will be reminded of these new rules regularly. Posters of the new school rules will be displayed around the school.

In addition to this, our three school rules and expectations remain in place.

Expectations

To try your hardest at everything

To be on time and ready to learn

To treat others how you like to be treated

To show good manners.

Rules

Listen to and follow instructions

Keep hands, feet and unkind words to yourself

Respect other people, their property and beliefs

4. Roles and responsibilities

At Merrydale Junior School, we recognise that everyone, staff, pupils, parents, the advisory board and visitors follow the government advice related to COVID-19:

The Advisory Board

The Advisory Board is responsible for approving this policy and monitoring its effectiveness.

The Headteacher

The Headteacher is responsible for developing and implementing this policy. Ensuring that the school environment encourages social distancing and that staff are trained in the new rules and routines, so that they can support pupils to understand them and enforce them consistently. The headteacher will ensure staff abide to the new school rules.

Staff

Staff are responsible for:

- Proactively teach new rules to pupils and parents
- Regularly and rigorously reinforce behaviour throughout the day
- Positively reinforce well-executed rules through encouragement and rewards
- Consistently impose sanctions when rules are broken, in line with this policy
- Creating a safe environment which encourages social distancing
- Remain with their allocated group, as far as possible, during the day and throughout the whole week
- Where possible, ensure the group distance themselves from other groups
- Model the new school rules – this includes staff cleaning their hands more often than usual, use the ‘catch it, bin it, kill it’ approach and avoid touching their mouth, nose and eyes
- Explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.
- Reminding pupils daily of rules and routines about social distancing and hygiene
- Wearing PPE if pupils require close medical or intimate care
- Supervising corridors and main areas of the school to manage the number of children in these spaces.
- Ensuring pupils do not share equipment and resources
- Self-isolating if they present with coronavirus symptoms as per government guidance
- Adhering to the school cleaning schedule

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Follow the staggered drop off and collection arrangements
- Maintain a 2-meter distance when on school grounds
- Not gather outside the school at drop off and collection times
- Limit the amount of people on the school grounds by sending only one parent/carer to drop off and collect
- Ensure pupils do not attend school if they or if someone in their household has symptoms of coronavirus
- Collect their pupil straight away if their child presents with symptoms of coronavirus

Pupils

Pupils are expected to:

- To follow this policy
- Wash their hands or use hand sanitiser regularly
- Not share equipment or other items including drinking bottles with other pupils
- Cough and sneeze into a tissue and dispose of it straight away (catch it, bin it, kill it)
- Tell an adult straight away if they are feeling unwell

5. Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Texts or phone calls home to parents
- ✓ Celebrate achievements on Twitter and the school's website

6. Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Phone calls home to parents
- ✗ Agreeing a behaviour plan

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7. Behaviour system

At Merrydale Junior School we follow a system for warnings and time outs. The children will receive a warning if they are breaking a rule or expectation. The teacher will explain this to them.

If the behaviour continues the teacher will need to contact either the Pastoral team, SLT or the Office via the TEAMs phone contact. (This takes the place of the yellow card.) A member of the Pastoral team will attend the classroom. The child will then be removed quietly and discretely from the room. Once in the Pastoral room the child will be asked to sanitize their hands. The pastoral team will give the child time to reflect upon the behaviour and discuss what they need to do in order to re-join the class. The pastoral team will then re-join the class. The child will be expected to sanitize their hands upon re-entry to the classroom.

If the behaviour continues the teacher will need to contact either the Pastoral team, SLT or Office staff via the TEAMs phone contact from the classroom (This takes the place of the red card). The child will be removed from the room. This will be done with minimal fuss and distraction to other children and with adherence to de-escalation techniques. The child will be expected to sanitize their hands upon arrival. The child will be placed in a reflection booth. Following a period of reflection, the issues will be discussed by an available member of SLT or Pastoral team.

In the case of extreme disruptive behaviour the teacher can escalate straight to a red card and will receive the above response.

8. Lunchtimes

Children will all wash their hands before and after lunch.

Children's lunch's will be delivered to their classroom in a 'grab bag.' Children will eat in their classrooms following hygiene procedures, all tables will be cleaned with disinfectant before and after lunch.

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. These children have already been identified and will be monitored regularly by the pastoral team.

9. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach. We are aware that for some pupils their provision may have been disrupted during partial school closure and this may be an impact on their behaviour. Children who have a behaviour plan will have a risk assessment for returning to school. This risk assessment will directly address the risks associated with coronavirus, so that sensible measures can be put in place to control the risks for pupils and staff. This risk assessment will be agreed with the pupil, class teacher, parents and relevant members of the school staff which including the Special Education Needs Co-ordinator to ensure the pupil is safe to return to school. If a pupil presents with behaviours which are challenging to manage in the current context such as spitting and biting, Merrydale Junior School will determine what mitigations need to be put in place and whether, in rare circumstances, the pupil should remain at home. Appendix 2 shows an example of a risk assessment.

10. Pupil Support

We are aware that the current circumstances can affect the mental health of our pupils and parents in a way that affects behaviour. The Department for Education released Mental health and behaviour in schools which can be read here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. It is important to recognise that while 'getting back to normal' is important and will be reassuring for many. Some pupils will:

- Have found the long period at home hard to manage
- Developed anxieties related to the virus
- Have experienced bereavements in their immediate family or wider circle of friends or family
- Had increased/new caring responsibilities.

All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.

At Merrydale Junior School we are aware how mental health issues can bring about changes in a young person's behaviour or emotional state. To help support pupils with the return to school **EPIC 'Bounce Back to School'** resources will be used. This programme that will be taught every day over a period of six weeks. There will be a morning session and an end of the day activity. Children who may be more vulnerable or who have had a more significant reaction to the pandemic may require small group work using the same programme as an additional layer of input and support and with a deeper level of engagement from a member of the pastoral team. Each week will focus of a different theme:

- Anxiety and coping with uncertainty
- Cooperation and pro social skills
- Resilience
- Loss
- Gratitude
- Learning to love our environment

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. Access to the EPIC and SALT services are still available during this period as support for children's mental health and well-being is a priority of the school and Trust. Contact details for these services are as normal.

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.

11. Exclusions

On rare occasions there may be a need to directly exclude a pupil. Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful, rational; reasonable; fair; and proportionate.

This may mean that the staged behaviour systems would have been bypassed. Violent, extremely abusive and/or behaviours that are challenging to manage in the current context, such as spitting and biting towards peers or an adult could result in an exclusion.

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

Further information regarding exclusions is stated in the school's exclusion policy and annex exclusion policy.

12. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Team Teach, MAPA training For those pupils that have a Positive Handling Plan (PHP) schools will need to update these and agree with them with parents and carers.

Due to COVID-19 and following guidance from CPI parents/carers will a responsibility to come to school to help de-escalate a situation if handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupils will be handled as detailed in their PHP.

If physical intervention is necessary due to challenging behaviour, ideally staff should wear personal protective equipment (PPE), including aprons, gloves and masks. However, staff may not have time to put PPE on if the pupil is hurting themselves and/or others, absconding and/or putting themselves and/or others at risk. Therefore, staff will take extra hygiene precautions in light of COVID-19, this includes adults Team Teach/MAPA trained and pupils with a PHP having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held), after de-escalation.

Staff Team Teach/MAPA trained will be trained in the correct use of PPE. PPE will be stored in each classroom, the pastoral office, SLT office and the main office so staff Team teach/MAPA trained can access PPE easily if necessary.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Our Physical Intervention Policy and annex Physical Intervention Policy contains further details.

13. Pupil Transition

Due to the length of time pupils have not been at school, at Merrydale Junior School we are aware of the importance of transition to ensure a smooth transition to the next school year and/or school settings.

For children starting or continuing their education at Merrydale Junior School, staff will complete a year group transition video. This will include key staff introducing themselves and sharing about their role in the team. Class teachers will also share which class they will be teaching and information about themselves (e.g. likes dislikes, favourite book and favourite topic covered). The video will also contain pictures of the classroom, nearest toilets, cloakroom and which door the children will enter and exit school from.

There will be careful planning made for the children currently in Year 2 in our feeder schools. Their smooth transition will be a key consideration, we will work with our partner schools, Merrydale Infant School et al. All of the above will be in place for the Year 2 to Year 3 children as well as staff meetings to discuss the attainment of the children. Where they were when lockdown began and where they may have been had it not happened. We also need to carefully consider the impact of the lockdown on their education. Rates of engagement with on-line learning will be considered.

Year 6 staff are working with feeder high schools to plan activities relevant to secondary transition as well looking at potential transition opportunities.

Staff members hold transition meetings with each other as well as with other schools where pupils will be attending.

14. Review

This behaviour policy will be reviewed by the headteacher and the advisory board in line with the latest government advice.

15. Appendix 1:

Sample behaviour plan

POSITIVE BEHAVIOUR PLAN

Name:

DOB.....

Start Date of plan:

Review date.....

Trigger situations

- Not following the rules
- Confrontation
- Can be distracted by and
- Doesn't like being shouted at
-

Behaviour – what does it look like and sound like?

- Taps
- Fidgets
- Fiddle with things
- Stands up
- Sighs
- Hates to say she is sorry – it makes her scared or more angry
- Make a choice these are your options

Praise points (or distracting comments)

- Positive praise – loves this
- Rewards
- Kind to others
- I think you have done really well, lets go and ...
- Dojo Points
- Thumbs up

Works well with

Checking in
Her dinner time
Team support
How can we make this better next time? Discuss reflect
Is very tactile
Likes to walk around school
Likes to have milk and a biscuit
Has her own space in the classroom
Has a fiddler

Medical and emotional considerations

Follow up (Child)
Follow up (staff)
Staff involved.

16. Appendix 2: Example pupils risk assessment