

Whitehill Primary School

Addendum to Positive Behaviour Policy

Coronavirus (COVID-19) Guidance

This guidance is intended to supplement the school behaviour policy rather than replace it and should, therefore, be read in conjunction with it. It contains advice that reflects guidance from the government. This guidance includes:

- new rules and routines for the whole school community
- adaptation of the Going for Gold/reward system
- arrangements to support and promote pupil emotional well-being and resilience
- sanctions/consequences for those who exhibit continued poor or dangerous behaviour

The overarching aims and objectives of the Positive Behaviour Policy remain unchanged; we continue to have high expectations around good behaviour to ensure that every child has a positive learning experience. We are committed to providing a caring, safe and supportive environment and acknowledge the great challenge facing us as we strive to ensure the physical and emotional wellbeing of every member of the school community.

Whilst it is more important than ever that we maintain boundaries and discipline staff will work sensitively and with understanding to take into account the trauma experienced by the whole community. We recognise that the emotional health and wellbeing of both adults and children alike will have been affected to varying degrees and that we need a different approach to the way that we relate to each other and support each other.

Rules and Routines

The new rules and routines are associated with creating and maintaining a clean, safe environment and preventing the spread of Coronavirus as far as is possible to do so. These are in additions to the school rules as set out on page 2 of the Positive Behaviour Policy.

It is of vital importance that the new rules and routines are understood and strictly adhered to at all times. Rules will need to be explained and applied consistently and routines introduced, modelled and rehearsed until the behaviour is normalised and becomes habitual. Adults will work towards 100%

compliance from pupils and spend as long as necessary practising routines and providing as many gentle reminders as necessary.

Routines and Protocol

Moving around School

Children will move around the school on the left hand-side and will be supervised wherever possible. Doors should be propped open wherever possible and when it is safe to do so.

Around all of the school it is vital that everyone takes sensible measures to avoid close proximity with others as far as is practically possible. All non-essential movement will be avoided.

Personal Items

All non essential personal items are not to be brought in from home (including pencil cases). Mobile phones for older children walking home alone can be brought in and will be stored within their year group bubble. Book bags or similar can be brought into school.

Hygiene and Handwashing

Children will be supervised washing their hands in the morning, upon arrival at school, after going to the toilet and before and after lunch. There will be soap, paper towels and hand sanitiser in every classroom. The importance of careful hygiene and handwashing will be discussed and explained in class. Children will also be reminded about the importance of not touching surfaces necessarily.

Sanitiser will be available at other locations around the school such as in the entrance hall and in the dining hall.

Lunchtimes

These will be staggered according to a strict timetable and taken outside wherever possible in clearly marked zones though if not possible then will be eaten in the classroom. Lunchtimes will last for 30 minutes only and will be staggered according to a timetable. Where possible children will eat on the field in clearly marked zones. Children bringing a packed lunch to school are asked to do so in a carrier bag which can be then disposed of.

Use of toilets

They must wash their hands when they return back to the classroom.

New Rules

- I must leave a (big) gap of between me and other people
- I must only mix and play with the other children in my group
- I mustn't use or touch anybody else's books or equipment
- I mustn't share my things with anyone else
- I must wash my hands in the morning, after I have been to the toilet and before and after lunch.
- I must use a tissue if I sneeze or cough and put the tissue in the bin straight away
- If I haven't got a tissue I must sneeze into my elbow
- I mustn't touch my mouth, nose or eyes with my hands
- I must never cough or spit at or towards any other person, ever!
- I must tell an adult if I don't feel well

Behaviour Management, Rewards and Sanctions

All staff will continue to foster warm, supportive relationships and create a positive environment for children. They will proactively model, reinforce and reward positive behaviour. Expectations will be made explicit; communicated clearly and always followed up.

Staff will apply the Behaviour Policy and procedures consistently and where necessary sanctions will be imposed when rules are broken.

Rewards

Reward systems will be wholly classroom based as there will be no larger school gatherings such as assemblies where traditionally positive behaviour can be celebrated.

Staff will continue to use the traffic light and Going for Gold system but will make adaptations so as not to use the physical charts. Dojos and phone calls home to reward children for positive behaviour will be continued.

Rewards and for those reaching Gold level will lead to an email home from a member of the Senior Leadership Group.

Sanctions

Children who exhibit continued poor behaviour and reach the red stage will have an opportunity to reflect on their behaviour for 5-10 mins either with a teacher at break time, or whilst sat to the side of their zone at lunchtime, depending on what is appropriate and time of the day.

For more serious incidents or persistent, disruptive behaviour it will be necessary to call for SLT assistance.

Behaviours that present a clear danger to themselves or others such as deliberately ignoring the social distancing measures or spitting or coughing deliberately at others will result in an immediate off-site exclusion.

Positive Handling

Where a child is putting themselves or others into harm's way it may be necessary to use positive handling. This action will only be taken in extreme circumstances and as a last resort. Any such incident will be recorded and discussed with parents/carers.

Pastoral Support and reasonable adjustments for children with more challenging behaviour.

Measures to support the emotional and mental health of all children at Whitehill Primary will be an integral part of our offer. The safe, calm, structured environment will do much to alleviate anxiety and promote good mental health and positive behaviour. Staff will offer positive, hopeful role models and understand that compassion and kindness are as important as firm discipline.

We will not assume that all children will return to school traumatised nor will we assume that they are all fine. Staff will be alert for signs that children are struggling with their emotions; appear stressed, anxious or upset. This will be taken into account when considering measures to respond to any negative behaviours.

In order to support all children in school the curriculum will include a carefully planned and well supported programme of work on social and emotional

learning through enhanced PSHE lessons. Staff will use every opportunity to promote physical and emotional well-being, raise self-confidence and develop resilience through discussion and activities. Children will be helped to understand and manage their emotions. Circle time, daily check-ins, mindfulness and relaxation activities may also be used to support groups.

For those children known to our PAWS team existing support plans will be reviewed and modified to take into account current staff and resource levels. We will work as closely as possible with parents/carers to ensure a collegiate approach.

Similarly, all support plans or risk assessments in place for children with special educational needs will be reviewed and updated to include how children can best be supported in these circumstances.

- Children not previously known to PAWS who present with high levels of emotional upset and who are not coping in class despite all the available support will result in a discussion with their parents/carers. In the event of continued distressed behaviour and the lack of available resources and support parents will be asked to take their child home. Further discussion will take place to investigate any other possible support or strategy to enable a return to school e.g. a part time programme.

Counselling and Play Therapy

Most children who were in receipt of counselling before school was closed have continued to access this via telephone. Where additional sessions become available those children identified as requiring some therapeutic input may be able to be referred.