

# Our Behaviour Policy Forward for COVID19

June 2020

*Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times 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 that are far apart where possible*
- *ensuring everyone queues and eats further apart than normal where possible*
- *keeping apart when in the playground or doing any physical exercise*
- *visiting the toilet one after the other*
- *staggering break times*
- *putting guidelines on the floor in corridors*
- *avoiding unnecessary staff gatherings*

*For further details, please see:*

- *The pupil and families training presentation*

*In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.*

*We recognise that this will be very new and 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 Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves).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.*

*We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. 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.*

## Our Rules

Ready	Respectful	Safe
<ul style="list-style-type: none"><li>• Arrive within our time slot and go directly to our entrance door.</li><li>• Wear our school uniform or P.E. kit (on a two-day rotation, washing each day).</li><li>• Bring a named water bottle to school for the week.</li></ul>	<ul style="list-style-type: none"><li>• Respect the distance and space between others, including staff.</li><li>• Talk politely and respectfully to all.</li></ul>	<ul style="list-style-type: none"><li>• Stay within our allocated space in the classroom.</li><li>• Stay within our outdoor area/zone.</li><li>• When arriving and leaving, walk on the pathways using the one-way system.</li></ul>

## Our Recognition

Staff will verbally recognise pupils following the new rules and guidance. For pupils who go 'above and beyond', staff will send an email of recognition to parents/carers so that this can also be celebrated at home. The school will recognise great learning, effort and attitudes in the weekly recorded celebration assembly.

## Our Steps: Adjusting & Addressing

**Prior to moving onto the consequence steps staff recognise positive and correct behaviour and attitudes in other learners, praising learners for showing the expectations of 'Palmer's Positive Learners'.**

The group/bubble staff members have responsibility at each part in the school's steps, to ensure the maintaining and developing of positive and respectful relationships. This also demonstrates a consistent approach by all adults to learners. At all times the focus is ensuring that learning takes place for all learners.

Learners may 'restart' the steps or move down the steps throughout the day to encourage and motivate them to adjust their behaviour. At all points staff should consider any underlying issues and strategies to prevent (proactive interventions).

Issue	Steps: Progressive, with exception of the listed	Follow up
Accidentally breaching social distancing	<b>Step 1:</b> Redirection and reminder	Catch up on work missed
Deliberately breaching social distancing	<b>Step 2:</b> Caution	Catch up on work missed during free time
Deliberately breaching social distancing more than once in a session Commenting that someone has 'coronavirus'	<b>Step 3:</b> Time out within the bubble (indoor or outdoor), with choice to opt back in.	Reflect and repair during free time Catch up on missed work during free time
Repeatedly deliberately breaching social distancing (despite instruction otherwise) or repeatedly being unkind to someone	<b>Step 4:</b> Time out with an Assistant Head Location: either at a safe distance in the Hall or at a safe distance outside. Step 4 would be repeated inappropriate learner attitude and a lack of willingness to choose to take opportunities offered to opt back in at previous steps.	Reflect and repair during free time Catch up on missed work during free time Parents/carers informed by telephone
Breaching social distancing with intent to threaten or intimidate other pupils (eg, 'pushing a child and saying 'you've got coronavirus').	<b>Immediate escalation to Step 4</b> Time out or internal exclusion with an Assistant Head Location: either at a safe distance in the Hall or at a safe distance outside.	Reflect and repair during free time Catch up on missed work during free time Parents/carers informed by telephone  Internal or fixed term exclusion may be considered by the Head of School or nominated Assistant Head and will take account of the full picture of the seriousness of the inappropriate behaviour and all contextual factors.
Breaching social distancing and physically harming another pupil or repeatedly verbally abusing another pupil	<b>Immediate escalation to Step 5</b> Internal with an Assistant Head or external exclusion. Location: either at a safe distance in the Hall or at a safe distance outside.	Parents/carers informed by telephone Consideration if the exclusion will be: Internal - supervised by suitable person nominated by Assistant Head Fixed term - at home Permanent **  This is the decision of the Head of School or nominated Assistant Head and will take account of the full picture of the seriousness of the inappropriate behaviour and all contextual factors.  ** Permanent exclusion is a last resort and would be considered in full consultation with the Executive Head and the relevant multi-agencies.

<p><b>Physical intervention and restraint (including SEND pupils)</b></p>	<p>“This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort where the safety of a pupil is in immediate danger. For pupils with significant SEND and behavioural needs, where positive contact is routinely used, we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.</p> <p>Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this policy.”</p> <p>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:</p> <ul style="list-style-type: none"> <li>- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.</li> <li>- Whether it is essential because pupils are at risk of harm (to themselves or others)</li> </ul> <p>It is therefore expected that physical intervention will only be used in exceptional circumstances.</p>
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**Other Issues:**

Issue	Solution
<p><b>Playground Games</b> – some games that pupils routinely play may no longer be appropriate due to social distancing (eg, Tag)</p>	<p>The bubble staff leaders will provide for the pupils games they can play as an alternative to these and all bubbles will be provided with a games box</p>
<p><b>Sanctions / Time Out</b></p>	<p>It has been set out above where time out should take place: within the bubble areas (indoor or outdoor) or supervised at a distance by a senior leader onsite.</p>