



Tatworth

Primary School

Behaviour Policy

Annex: COVID-19

(This policy is included on our list of essential reading for all staff)

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|--------------|----------------------|
| Ratified by: | Headteacher |
| Date: | September 2021 |
| Next Review: | As and when required |

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|---------------|---------------------|
| Distribution: | OneDrive Website |
| Source: | |

POLICY REVIEW INFORMATION

| Date | Amendments |
|----------------|---|
| May 2020 | Annex introduced due to Coronavirus pandemic |
| September 2021 | Updated to reflect latest Government guidance |

Behaviour Policy Annex

Annex A: Behaviour Principles for Pupils

In light of the need for children to behave differently as a result of the pandemic and understand and adhere to new systems in place to support them, a new set of rules will be aimed at making the children Covid-19 aware. The new rules will be visible in every classroom and shared areas across the school. The home school agreement also reflects the adjustments required in order to ensure the school environment is safe for children, safe for parents and safe for staff.

Children will be encouraged

- To stay apart from each other at arrival or departure times
- To follow school instructions on hygiene, such as handwashing and sanitising
- To follow the 'catch it, bin it, kill it' approach with sneezing and coughing, placing tissues into lidded bins and avoiding touching their mouth, nose, and eyes with hands where possible
- To be encouraged to talk to a trusted adult if they do not feel well
- To only use their own equipment and not touch others, including drinking bottles
- To follow instructions of adults when using toilets, only one in at a time
- Not to cough or spit at or towards any other person (time away from the class will be followed to reflect on this behaviour)

Behavioural Challenge

The Headteacher will work with their colleagues to identify children who may present behavioural challenges. If required, any reasonable adjustments will be made for pupils with more challenging behaviour or special educational needs.

The health, safety and wellbeing of staff and all other children attending the setting has been considered through a separate risk assessment (R100). The Headteacher will use their professional discretion if exceptional circumstances exist whereby a child compromises this.

Where a pupil is at risk of exclusion:-

- The school will assess risk and consequently develop a school-based plan designed to meet the pupils needs, reduce the risk of incidents occurring and which consider the safety and wellbeing of the pupil themselves, other pupils, and school staff.
- Reference should be given to the Somerset Graduated Response Tool, EHCPs and other assessment processes in order to implement a behaviour support plan.
- Where the individual planning for identified pupils is proving challenging, the school staff should liaise with SEND Support Teams and/or the SCC Inclusion Team as well as other agencies who may be involved with the child and family.

- If a reduced timetable is being considered, other agencies should be consulted, and a consensus agreed.
- Once children are in school, school-based plans should be monitored, reviewed, and adapted when required. The SEND Code of Practice Assess, Plan, Do, Review approach applies to all children with identified SEN including unmet SEMH needs.
- If despite detailed planning and implementation, behaviour proves to be challenging, the school should again seek the support of SEND Support colleagues who can support the review of school-based plans. Under current working arrangements this will be on a virtual basis for the foreseeable future.
- If a child has an EHCP and there are specific concerns about the individual's needs in attending school, this should be addressed through a discussion with parents about the delivery of the EHCP and an EHCP Individual risk Assessment should be completed.

If there is a significant breach or persistent breaches of the school behaviour policy (and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school):

- The Headteacher can consider either fixed or permanent exclusion as a response.
- For permanent exclusions reference should be given to the DfE guidance – Exclusion from maintained schools, academies, and pupil referral units in England.
- For fixed term exclusion Headteachers should complete a Covid19 amended Annex B and return to DCC Inclusion.
- Where a pupil is excluded for disciplinary reasons, schools should reassess the pupil's RAG rating on their Vulnerable Pupils list. Where the pupil is open to social care, schools should speak to the social worker prior to the exclusion where possible and as a minimum notify the social worker to ensure there is a log of the call.
- During the exclusion period, the school should review the pupil's school-based plan considering what will need to be different about provision for the pupil to be successful on their return.
- On their return the pupil should be involved in a reintegration meeting which will outline how the school aims to support their successful inclusion.
- On the pupil's return to school staff should implement the school-based plan effectively and consistently. They should continue to review the effectiveness of the plan making changes where appropriate. When in doubt, they should liaise with SEND Support colleagues, SCC Inclusion Team Colleagues, and other agencies.
- For permanent exclusion, the duty lies with the local authority to provide education from day 6 of the exclusion. The Chair of Governors will be notified, and the Governors disciplinary meeting may be adjourned until all parties are able to access the hearing.
- Until day 6 and or until notified by the Local Authority Inclusion team, the school will maintain daily contact with the pupil and parent/ carers.

Annex B: Principles for staff

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose, and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Help your class to follow the rules on hand cleaning.
8. Prevent your class from sharing equipment and resources (like stationery).
9. Keep your classroom door and windows open in accordance with the schools COVID-19 risk assessment to improve ventilation.
10. Limit the number of children from your class using the toilet at any one time.
11. Limit your contact with other staff members, and do not congregate in shared spaces, especially if they are small rooms.
12. Make sure you have read the school's risk assessment and support the children to adhere to procedures following the Covid-19 outbreak.

Our Home/School Agreement

Child's Name:

This agreement is intended to outline the principles of a partnership between the school, its pupils, and parents. In setting this out we are seeking to further enhance each pupil's positive experience of school as well as raise the awareness through the practices which we jointly work.

Our key aims are to be a school where:

- Every child feels happy and safe
- Every child is engaged in their learning and achieves well
- Every child is proud of what they have achieved because they know they have given their best
- Every lesson is challenging and inspiring with rich and exciting learning opportunities
- Every child acquires the skills needed not only to be a successful and independent lifelong learner, but also to be a confident and responsible citizen
- Every member of our school community feels valued and respected
- Every pupil values their community and plays an active part in it

Therefore - The School will:

- Encourage children to do their best at all times
- Encourage children to take care of themselves, their environment, and other people
- **Encourage the children to adhere to any restrictions relating to the control of COVID-19.**
- Attempt to create an environment in which all members of the school community feel secure and valued
- Inform parents of their child's progress through annual school reports and parents' evenings
- Send a letter home at the beginning of each term explaining the term's work and how parents can help their child at home
- Inform parents of any concerns that affect their child's work and monitor any persistent difficulties
- Make sure that we are available, by prior appointment, to meet with you and discuss any concerns that you may have about your child's education under social distancing measures
- Keep parents informed about school activities through regular letters home
- Provide a curriculum which is broad and balanced promoting English and Maths as required by the National Curriculum
- Contact you if there are concerns about your child's behaviour or attendance
- Inform you of changes that are made to policies that affect your child's education and provide access to policy documents on request.



Signed on behalf of the School: Ms T Hart (Head Teacher)

Date: September 2021

In order to achieve these aims, we need to work in partnership with the pupil and their parents. Therefore, we need to invite pupils and parent to enter into the following agreements: -

As a Parent/carer we/I will:

- Ensure my child attends regularly, on time at the designated staggered starting time under social distancing measures
- Support self-isolating measures if my child presents with any Covid-19 symptoms
- Ensure my child is physically prepared for the school day having received adequate sleep and morning nutrition
- Ensure my child wears appropriate clothing to school which will also allow them to take part in physical activity including appropriate footwear
- Support the staff in maintaining high standards of behaviour in line with the school’s behaviour policy and overall expectations in line with the school’s values
- Let the school know about any concerns or problems that might affect my child’s work or behaviour
- Support my child’s learning
- Respond to discussion about my child’s progress
- Notify the school of the reason for absence on my child’s return, or telephone on the first day of absence
- Inform the school as soon as possible of any concerns or problems that might affect their child’s work or behaviour
- Ensure my child understands and will adhere to the school’s ICT rules
- Support the school’s policies and guidelines.

Signature of Parent/Carer..... Date:

As a pupil I will:

- Try my best and work hard
- Listen to others
- Be friendly, helpful, and caring to others
- Take good care of equipment, the building, and the belongings of others
- Be polite, respectful at all times and behave well
- Take pride in my appearance
- Behave well
- Follow the school rules including Covid-19 rules
- Follow the ICT rules

Key Stage 2 children:

EYFS/Key Stage 1 children:

Child’s signature: Parent/Carer signature on behalf of the child:.....

Together we will:

- Address any additional needs
- Encourage the children to follow the school code
- Support the children’s learning to help them to give and achieve their best.