



**COVID-19**  
**Behaviour Policy Addendum**  
**Glusburn Community Primary School**

**School Name: Glusburn Community Primary School**

**Policy owner: Neil Bithell / Lynn Ashton**

**Date: 20/07/20**

**Date shared with staff: 20/07/20**

## Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of critical workers or children who were considered vulnerable. From 1<sup>st</sup> June 2020 schools were encouraged to begin opening to a wider number of year groups, starting with Nursery, Reception, Year 1 and Year 6 children.

This addendum contains details that are specific to the opening of school in September 2020, while still operating under the constraints of COVID-19. This document is designed to support our 'Positive Behaviour Policy' within the context of COVID-19. The main body of our 'Positive Behaviour Policy' should be implemented first wherever possible but the unique circumstances of this pandemic requires specific adherence to this guidance.

We reserve the right to ask parents to collect their children at any point - should their behaviour impact on the safety and well-being of others.

## Contents

Context.....	2
Arrival, departures and moving around school .....	3
Hand washing, toilets and hygiene .....	3
Social distancing.....	4
Break times / lunch .....	5
Rewards .....	5
Behaviour / sanctions .....	6
Students with Special Educational Needs / vulnerable students .....	6
Pupils working from home.....	7
Demonstrating the signs of coronavirus.....	7

## Arrival, departures and moving around school

To minimise close contact as much as possible, consideration has been given to how adults and children arrive at and move around school. Changes in arrangements will be clearly communicated to support positive behaviour and a calm environment. Some changes, however, may need to be made following a dynamic risk assessment of a situation to ensure the safety of all and promotion of positive behaviour. Each teacher will have sent a video to their new class showing the location of classroom and how to access it. This should help reduce anxiety and minimise behaviour issues resulting from emotional unease.

- One-way circulation, or placing a divider down the middle of the corridor **will** keep groups apart as they move through the school. Areas have been designated to specific bubbles to avoid cross contamination. Teachers will plan routes to reduce contact with others and areas of school.
- Parents will be asked to drop off and collect and not enter the school premises in accordance with the existing guidance. The plan will include a staggered drop off/ collection and use of different entrances to minimise contact, including adult to adult contact.
- It will be made clear to parents that they cannot gather at entrance gates or doors or enter the site unless at agreed drop off points or if they have a pre-arranged appointment.
- Parents will be told that if their child needs to be accompanied to school, only one adult should accompany wherever possible.
- HT / DHT / FSU staff to be on duty to supervise pick up and drop off.
- Children will be asked to bring only essential items from home.
- All staff and children to undergo induction in the fire and emergency routines and accident/first aid procedures. These routines may not follow the usual routes. Repeat as necessary with new starters (staff/children).

## Hand washing, toilets and hygiene

We will ensure that sufficient handwashing facilities are available. Where a basin is not nearby, we will provide hand sanitiser in classrooms and other learning environments. We will ensure that all adults and children:

- are reminded not to deliberately touch surfaces etc.
- are encouraged not to touch their mouth, eyes and nose;
- frequently wash their hands with liquid soap and water for 20 seconds and dry thoroughly to prevent infection and drying out. Review the [guidance on hand](#)

cleaning. Hands must be dried properly using paper towels to prevent infection and drying out;

- clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing;
- use a tissue or elbow (sleeve) to cough or sneeze into and discard in bins for tissue waste ('catch it, bin it, kill it') immediately. Never sneeze into hands. Wash hands immediately after sneezing.

We will ensure that help is available for children who have trouble cleaning their hands independently; children must ask for help if they need it. Staff need to be vigilant about children who may require support. Children will only use toilets that have been allocated to them.

## Social distancing

Bubbles will allow for year groups and their adults to distance from others. The number of locations that are used will be limited. Children will be regularly reminded about the need for social distancing both within the classroom and across the school. Where possible we will discourage pupils to interact in a manner where they will have close contact with each other. This will be supported by very clear expectations. We will encourage activities where students can stay further apart from each other. We will ensure that staff to child ratios within EYFS continue to apply and will be adhered to in the Early Years Foundation Stage.

Staff will develop strategies to comfort children from a distance; this should be planned out beforehand so that the strategies are ready to use such as: facial gestures, eye contact, calming voice and a calming atmosphere / environment.

We recognise that our youngest children may require or expect tactile emotional support from adults or their peers - although touching is not encouraged. If tactile support is given then all involved should wash their hands with soap and water immediately afterwards (use hand gel if soap and water is not available).

Within classroom bubbles; desks, tables and seating will be positioned to allow for appropriate distancing wherever possible. Children in EYFS will follow social distancing rules when sitting on the floor. Appropriate staff positioning will be promoted. Staff will be encouraged to stand behind students and work from above them i.e. they will not be required to get to a child's height for interaction. Staff will be encouraged to walk with their hands clasped to avoid contact. Within Early Years groups, we will consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing.

Staff will limit the number of children who use the cloakroom facilities at any one time to ensure that they do not become crowded. Only book bags will be required in addition to a lunch box, water bottle and sun cream. No other items from home should be brought into school.

## Break times / lunch

The following arrangements will be in place for lunch and play times:

- The children will be told to use their own Bubble toilets before all break times including lunch. Should they need the toilet during break time, Y3 and Y6 children will access their Bubble toilets and Years 4 and 5 will use the toilets located near the hygiene room in the main building.
- The children will eat in their own classrooms other than Reception who will eat in the main hall. There will be a high expectation that children eat respectfully, without leaving food mess around them as much as is reasonably possible. They must not share food with others or eat food that has been dropped onto the floor or other surfaces other than their tray / lunch box. The cleanest classrooms following lunchtime will be noted.
- Cooked meals provided by the kitchen will be brought to the door of the classroom for Nursery children by designated staff for classroom staff to receive. Meal trays will be removed in the same manner, from outside the classroom door. Reception children will eat in the main hall. All other children will collect their lunches from either the lower or main school halls being taken there by a designated member of staff. They will return to their classroom with their tray of food. Designated staff will collect these trays from the classrooms. Those eating their own packed lunch will place their lunch box / bag on their designated trolley and will be supervised by the class Teaching Assistant.
- Playtimes and lunchtimes will be staggered using allotted play areas. Different year groups will not mix (and especially will not play sports or games together) and adequate cleaning between groups will be in place. Multiple groups will not use play equipment simultaneously.
- The amount of play equipment used will be reduced. Only equipment with hard surfaces that are easier to clean should be used.
- There will be staff supervision at all times.
- Touching of any kind is not encouraged.
- Children will wash their hands before and after playtime.
- On preparing to return to class after an outdoor playtime, class members will line up in two lines. These lines should not be based on gender and students should be encouraged to maintain an appropriate amount of distance between themselves and others.

## Rewards

Positive affirmations will be made to recognise and maintain behaviour that reflects awareness of the need to social distance and follow the new hygiene rules.

There will be a competition to see which classroom is the tidiest at the end of lunchtime.

Teachers will judge using a scale of 1 to 10 for the week, 10 being the tidiest. This will then be brought to the school's attention by Mr. Bithell (DHT) during his assemblies.

## Behaviour / sanctions

As noted at the start of this addendum, the main body of our 'Positive Behaviour Policy' should be implemented first wherever possible. We reserve the right to ask parents to collect their children at any point should their behaviour impact on the safety and well-being of others. Children are to follow instructions first time. These may be different to usual and children need to be supported to understand them, take ownership of them and accept them.

We will identify potential hot spots within school or individuals that may struggle with managing their own behaviour. Staff will consider the individuals within their bubble and develop appropriate strategies to deal with challenging behaviours. If required, we will seek expert advice from special schools or other professionals regarding the support of children with

- challenging behaviour that may pose a risk to the health of others
- specific support that requires a close physical relationship with staff.

Children will create a specific COVID class / bubble charter. This should provide the opportunity for discussions around COVID-19 and the ways in which we can 'Stay Safe' and highlight expectations for behaviour. Consideration will be given to students who may need additional support to follow these expectations and measures (for example, routes round school marked with meaningful symbols and social stories to support them in understanding how to follow rules).

Sharing of classroom equipment and other items such as books and drinking bottles is not allowed. Children will be advised to not bring personal items in from home as this will reduce possible spread of the virus. Some practical lessons may go ahead but the use of equipment may be limited. Use of the school telephone system or radios should be used to communicate with SLT or Admin, rather than leaving /visiting different rooms, should support be required.

Staff must remain vigilant towards the use of any discriminative language or attitudes that may offend or upset others. Although normal expectations for the refusal to accept any discriminative language are in place, special consideration should be given to monitor attitudes and language that may present themselves due to COVID 19 e.g. negative opinions towards people of particular ethnicity such as Chinese.

## Students with Special Educational Needs / vulnerable students

In line with the school's Safeguarding Policy addendum, vulnerable students will be identified and deliberate contact made on a regular basis to check in on their well-being if they are not attending school. Children who are attending school and fall into one of these categories will be monitored and regular communication with parents will be in place.

As noted earlier, potential hot spots / individuals that may struggle with managing their own behaviour will be identified. Systems for communicating concerns to members of SLT, especially regarding the behaviour of those students identified, will be in place. Staff should make SLT aware of any activities that are taking place that may lead to conflict, either between a child and member of staff or peer to peer. Potential episodes of conflict should be limited as much as possible and where conflict may arise this should be done in a planned and controlled manner where the safety of others is not risked. An example of this may be when a member of staff wants to talk to a child about a particular behaviour. Rather than risk a possible flare up in a confined space, staff should consider the level of importance attached to the need to have a conversation at that time and possibly defer it to the end of the activity/day when the child is in an open environment.

Wherever possible, staff should be proactive in supporting children to help them understand and accept the new expectations. Some children may need additional support with social stories to help them accept change and the reasons for the change.

## Pupils working from home

Pupils and parents should be supported with guidance and advice about online safety when working from home. Pupils should only visit websites that staff members have asked them to access when completing work set. Parents / carers may wish to allow their child/ren to visit other websites (e.g. for particular work related research) but this will be at their own discretion and children must be supervised at all times.

## Demonstrating the signs of coronavirus

Children, parents and carers are told not to attend or enter the school if they are displaying any symptoms of coronavirus. Staff will need to educate children about the symptoms and potential signs of Coronavirus and not presume that they already know or understand them. Staff will also need to be alert to the potential for teasing or disruptive behaviour should a member of their bubble cough or sneeze once, for example.

Staff should monitor the behaviour and actions of children carefully, ensuring special consideration is given towards the monitoring of coughing and other signs of the virus. Staff should also be alert to, and address, other behaviours that could potentially spread the virus such as spitting or licking.