

Addendum for Behaviour Policy at Rectory Farm Primary School – May 2020

Rectory Farm Primary School

Policy owner: Sarah Heslop

Date: 20th May

Date shared with staff: 1st June

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1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible. Since this time, schools and all childcare providers have been providing care for a limited number of children: those who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

The government announced on 11th May 2020 that schools should plan to re-open for children in Nursery, Reception, Year 1 and Year 6 from 1st June 2020.

In preparation for this extended opening, a range of additional measures have been introduced at Rectory Farm Primary School to ensure that the risks of spreading the COVID-19 virus are reduced and that children and staff are as safe as possible.

2. Reinforcing behaviour expectations for all

All children at Rectory Farm Primary School understand the expectations of the school's *behaviour policy and code of conduct*. In order to reinforce this, the school will take a number of steps outlined below prior to 1st June to ensure that returning to school is as positive as possible for all children.

3. Staff and pupil induction

Prior to return and during the first week of induction back to school, leaders and teachers will plan a clear induction for all children returning to school. Induction will be guided by the documents:

- NPAT Teacher Induction Support Checklist
- NPAT Pupil Induction Support Checklist

4. Identifying individuals presenting higher risk

Children who will find it particularly challenging to maintain the level of controlled behaviour required to maintain a safe learning environment in school, are to be identified prior to returning. In many cases, these children are likely to already have a personalised behaviour plan which will be adapted accordingly. However, there may also be individual children identified who do not currently have a behaviour plan, or Personal Handling Plan (PHP), but who schools leaders are concerned may present higher risk during this period. For these children, an individual risk assessment will be put in place in order to minimise concerns.

5. Reducing Individual risk

For all identified children at the school identified staff will:

- Update/write the child's behaviour plan or risk assessment
- Update/write the child's PHP, if appropriate

Before these individual children return to school, a telephone conversation will be made to explain the expectations and share the updated documents with both the parents and child.

This will be followed up by a 'doorstep' visit for the parents to sign the behaviour plan/risk assessment/PHP and the updated Home School Agreement.

While every effort must be made to support children's wellbeing and children who are finding the situation difficult will be supported, some behaviours are now not acceptable or safe. These will need to be discussed with children so that expectations and the reasons why we need to behave differently are understood and followed by all.

Staff must remain strong role models for safe working practices at all times.

	Examples of Behaviours	Who will manage the behaviour?	Consequences
Level 1	<i>Not social distancing</i>	<i>All Staff</i>	<i>Teacher / TA informs parents</i>
Level 2	<i>Walking out of class Throwing something with no intention to hurt Teasing a child/children that they have 'coronavirus' Ignoring an adult instruction related to staying safe Swearing</i>	<i>Teacher Senior leaders</i>	<i>Parents are informed by the class teacher. Repeated action leads to senior leader involvement Appropriate school-based sanctions apply Repeated behaviour may lead to exclusion, as the risk may be judged to be too high to keep others safe</i>
Level 3	<i>Spitting Threatening to 'infect' others through touch or spit Physical Assault Throwing objects with intent to hurt others Absconding Bullying specific to Covid-19 / bereavement</i>	<i>Headteacher</i>	<i>Examples given are likely to be exclusion until the end of term, however every case will be investigated and assessed by the headteacher.</i>

6. Expectations for the use of physical intervention

Most staff will be working in their isolated group. In order to avoid adults or children coming into contact there are necessary adjustments to how physical intervention can be used. Every effort must be made to support every child emotionally during this time. *Individuals who already have a behaviour plan and/or risk assessment in place, with de-escalation strategy and/or PHP in place will continue to use this and all staff made aware of their needs.*

If a situation arises where the use of physical intervention is required the Headteacher will be called immediately.

If a child is at immediate risk of significant harm, staff may well need to intervene. It is unlikely in this situation that there will be adequate time for a member of staff to put on PPE. Removing other children from the situation is advised as the safer option for staff to undertake until the Headteacher arrives. This will be a judgement call for the member of staff based on the situation. If a child's behaviour poses a risk to others the Headteacher will ensure that the parents are called and one member of the family will be asked to attend school to remove the child. In this situation the parent will be expected to use physical intervention if required rather than staff.

If a parent is required to remove their child from school, the Headteacher will reassess whether the child can attend school safely during this period of time.

7. Supporting Staff

The return to school for more children and staff on June 1st 2020 may increase anxiety for some members of staff. To support staff who are anxious the Headteacher will ensure communication channels are open where teachers and support staff can discuss their concerns with their line manager or Headteacher.

Individual staff members will be involved in contributing to and will have read this addendum, as well as being involved in updating individual risk assessments and PHPs for identified children, where appropriate.

7. Support from the Central team at NPAT

Mark Rapps (School Improvement Leader) and Julia Kedwards (CEO) are the key points of contact during this period for issues relating to behaviour and can be contacted at any time to discuss policy and procedures, and individual circumstances in schools.