

# **Addendum: COVID-19 School Behaviour Policy 18.5.20**

This addendum to the Behaviour Policy for **St. Lawrence CE Primary School, Church Stretton** is for use during the Covid-19 partial school closure period. It is to be used in conjunction with the school's Behaviour Policy, Anti-Bullying Policy and E-Safety Policy.

**TO BE REVIEWED IN LINE WITH GOVERNMENT GUIDANCE**

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## Purpose

On Thursday 14<sup>th</sup> May, 2020, the Department for Education published updated guidance for Preparing for the wider opening of schools from 1 June. <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

This addendum contains details of additional expectations of pupil behaviour and how unacceptable behaviour will be dealt with. We will follow Department for Education guidance to inform development of school policies as required ([Coronavirus \(COVID-19\): guidance and support](#))

### 1. Pupil Code of Conduct

Pupils are expected to:

- Arrive to and depart from school premises at the agreed time. Adults should maintain a two-metre distance to other families when dropping off or collecting their children.
- Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- Remain in their designated seating within the classroom during lesson time if this is the expectation and is achievable (not applicable to EYFS and KS1 pupils).
- Keep a safe distance from other pupils and refrain from physical contact with their peers.
- Maintain healthy practice when coughing or sneezing. The main principle is to ‘**Catch it, Bin it, Kill it**’: cover any cough or sneeze with a tissue, then throw the tissue in a **bin**. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

### 2. Sanctions for unsafe behaviour during the partial closure (this could include not following instructions for social distancing)

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with parents/carers.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then a parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with exclusion guidance: [Exclusion from maintained schools, academies and pupil referral units in England](#).

***Informal’ or ‘unofficial’ exclusions, such as sending a pupil home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for a short period of time, must be formally recorded.***

### 3. Pupils with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period, which may have an impact on their behaviour presentation upon return to school. Some may present with frustration due to being isolated from friends or having missed a significant event or experience: exams, school trip, etc. Others may have experienced bereavement, loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences, children may present with behaviour that is not usual including:

- Anxiety/lack of confidence.
- Challenging behaviour - fight or flight response.
- Anger - shouting, crying.
- Hyperactivity and difficulties maintaining attention.

For some children, including those with attachment disorder and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

We recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that they are trying to communicate that there is a problem. If necessary, we will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. We will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help. At all times, the head teacher and governing body will have regard to the SEND Code of Practice and The Equality Act.

**Alan Brannen**  
**May 2020**