



Positive Behaviour Policy: Coronavirus Addendum Bamburgh School

Approved by: Governing Body **Date:** 18.6.20

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1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal Positive Behaviour Policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

On 1st June, 2020, the Department for Education published guidance on 'Implementing Protective Measures in Education and Childcare Settings'. This guidance was withdrawn in August 20, and current guidelines can be found in the Gov.uk [Guidance for full opening: schools](#) (updated 22/10/20) and [Guidance for full opening: special schools and specialist settings](#) (updated 16/10/20).

This addendum to Bamburgh School's Positive Behaviour Policy contains details of our individual arrangements in the current climate, as they relate to pupil behaviour.

2. Pupil Behaviour

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. 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.
- Keep a safe distance from other pupils and refrain from physical contact with their peers where possible.
- Maintain healthy practise when coughing or sneezing - The main principal 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, or feel hot.

3. Consequences for unsafe behaviour (including pupils who are deliberately 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 Positive Behaviour Policy.
- All appropriate behaviour management strategies (see current Positive Behaviour Policy). Once these have been exhausted, contact will be made with pupil's parent/carer.
- 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 the parent/carer may be expected to collect the pupil and a fixed term exclusion may be applied in line with our Exclusion Policy.

As a special school, we acknowledge that our pupils all have special educational needs or disabilities

which may impact on their behaviour. They will also have had a range of different experiences during the lockdown period which may have an impact on their behaviour and presentation upon return to school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience (eg. SATS, school trip, etc). Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re engagement with learning and the school community, under unusual circumstances, will require additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- 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 concerns, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. However, we also recognise our responsibility to keep other pupils and staff safe in the current climate. Accordingly, we will prepare a Risk Reduction Plan for a child whose behaviour may endanger the safety of others during the coronavirus pandemic (for example: if the child may physically attack others or spit) to determine whether they can be safely accommodated in school, or whether a personalised home learning programme should be offered as an alternative. This plan will be reviewed regularly.

We understand that children with SEND are particularly vulnerable and therefore have a need to be

re-integrated back into school as soon as reasonably possible. We also understand that some of our pupils have medical needs which put them at increased risk. School 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. The head teacher and governing body must have regard to the SEND Code of Practice and the Equality Act.

4. Expectations for pupils at home

If pupils are not in school, but not ill, we expect them to:

- Be contactable during school hours – although we will take into account that pupils may not be in front of a device the entire time
- Complete work to the deadlines set by teachers
- Seek help if they need it, from teachers and/or teaching assistants

- Alert teachers if they're not able to complete work
- Use proper online conduct, such as appropriate language in messages

Parents should also read the above expectations and ensure their children meet them, as far as possible. We do not expect pupils to meet all expectations - particularly where their (or their parents'/carers') mental health could be affected by doing so. Parents should contact Mr Nord if they

think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

5. Monitoring arrangements

This policy will be reviewed monthly by K. Nichol. At every review, it will be approved by the Chair of
Governors and a copy sent to all members of the full governing board

6. Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding
- Health and Safety policy
- Positive Behaviour Policy
- E Safety Policy
- Exclusions Policy
- Special Educational Needs and Disabilities Policy
- Remote Learning Policy