



HOLY TRINITY CE PRIMARY SCHOOL  
*Strength for today,  
Bright hope for tomorrow*

## **Policy:** Behaviour during COVID- 19

**Previous Review:** October 2018

**This Review:** May 2020

**Next Review:** April 2021

**Responsible Committee:** Outcomes, Curriculum and Assessment

## Our Vision

*Strength for today, Bright hope for tomorrow*

Isaiah 40: 31

Those who have hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.

Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

**How our Vision Inspires this Policy:** Our vision is that children, through our nurturing support and positive behaviour management strategies, are empowered to take control of their own learning and behaviour.

### **UNCRC Articles relating to this Policy:**

**Article 19:** Every child has the right to be safe

**Article 23:** Every child has the right to be included

## Our Expectations

Holy Trinity School has high expectations that all pupils will behave appropriately. All staff work hard to:

- Provide a safe, nurturing environment based on Christian values of **forgiveness, significance, courage, compassion, peace and respect.**
- Children are taught the importance of forgiveness and reconciliation through Biblical stories.
- A Restorative justice framework is adopted in all of our conflict resolution and works alongside the forgiveness and reconciliation teaching
- Promote appropriate behaviour, recognising the rights and responsibilities of the whole school community
- Prevent problems from arising by encouraging positive relationships within the community
- Ensure that when problems do occur systems are in place to reduce their impact on the smooth running of the school (see appendix 1)

### Who is this Policy for?

In order to open the school safely during COVID- 19, children and staff the new rule and routines that reflect new protective measures.

#### **As governors we will:**

- Actively support the school in the implementation of the behaviour policy
- Meet regularly with the Head teacher to review the policy

#### **As a member of staff we will ensure that:**

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Any issues brought to our attention will be listened to carefully and dealt with promptly, fairly and consistently
- Instructions given and expectations set are appropriate and clearly understood
- The behaviour policy is maintained and regularly reviewed

#### **As parents we will:**

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Liaise with the school by way of letters, informal discussions with class teachers, formal parents' meetings, interview with the Head teacher, and acknowledge the positive aspects of children's behaviour and achievements

#### **As pupils we will ensure that:**

- We keep to the school & class charters we have been responsible for making by behaving appropriately in class, in the playground and around the school
- We will report incidents to a member of staff or a Rights Respecting councillor

### What is included in this Policy?

The recommended changes to the behaviour policy are in line with government document 'Actions for schools during the Coronavirus outbreak' (18 May 2020).

See: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions>

- New rules and routines
- Rewards and Sanctions
- Exclusions
- Impact of mental health on behaviour

Please see the Behaviour Policy (Important School documents) for:

- Anti-bullying

Please see Online Safety Policy (Important School documents) for:

- Online Home Learning Behaviour

### New rules and routines

Following our risk assessment, many typical routines have been altered in line with preventative measures. It is important to outline these new systems to remove uncertainty about school expectations and hence reduce anxiety.

### **Start times and pick ups**

- Parents must be punctual to avoid groups crossing over
- Parents must stand outside the school gate
- Parents must socially distance on the hill

### **Lunch times**

- All lunchtimes are staggered so that children remain in their class group
- Children will eat in their classroom
- Children who are not FSM must bring a packed lunch to school
- FSM children will be provided with a packed lunch
- Children must wash hands before and after they eat
- Children must bring in water bottles
- Children cannot use the water fountains

### **Access to toilets**

- Each year group must only use their assigned toilet
- Toilets must be cleaned regularly
- Children should only use the toilets during specific times

### **How to move around school**

- Children should only use their classroom, the playground and their toilet
- Children should leave and enter through the same doors

### **Classroom rules**

- Classes should be at half capacity
- Regular cleaning between groups (closed on Wednesday for deep clean)
- Children cannot take home resources
- Children will have individual packs of resources
- Children cannot share stationery
- Practical lessons can only go ahead if equipment can be cleaned thoroughly

### **Uniform**

- Children will wear their own clothes to school
- Clothes must be changed and washed everyday

### **Attendance**

- Children should be encouraged to attend school by the school
- Parents will not be penalised if they do not send their child to school
- Children who do not attend will still be contacted by the school once a week

### **Home Learning**

- Padlet/ Google Classrooms will be updated daily for Home Schooling

- Zoom calls will be once a week
- Teachers to monitor work done by children that submit
- Teachers will not chase undone work
- Phone calls will continue home to children who are not coming to school

**Expectations for hygiene**

- Children cannot attend school if they or someone in their household has coronavirus symptoms
- Children and staff must wash their hands more than usual
- Good respiratory hygiene will be promoted using the 'catch it, bin it, kill it' approach
- Touched surfaced will be cleaned frequently
- Children will be educated in the coronavirus symptoms

**Suspected Coronavirus cases**

- Children must tell an adult if they are experiencing symptoms
- Staff must inform Head teacher if experiencing symptoms
- Child must be sent straight home to isolate for 7 days (household for 14 days)
- While waiting for a parent, the child will be taken to a room with one member of staff
- Disposable gloves, a disposable apron and a fluid resistant surgical face mask should be worn by the supervising adult
- If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves or if the child tests positive
- Children and staff have access to tests to use in this scenario
- If the test is negative, child/ staff member can return to their setting

**Confirmed coronavirus case in school**

- The whole class group should self-isolate for 14 days
- Other household members of that wider group do not need to self-isolate unless they live with the child/ staff member who has symptoms

**Sanctions and Rewards**

The balance of positive to negative feedback to all children should always be heavily weighted towards the positive.

<b>85-90%</b>	<b>Positive Behaviour Strategies</b>
<b>10%</b>	<b>Sanctions</b>

## House Points/Dojos

Holy Trinity has a House System comprised of 3 Houses: Fantastic, Super and Brilliant.

The aim of the House Points/Class Dojos system is to encourage positive attitudes to learning, high standards, good manners and behaviour, initiative and a sense of responsibility.

Points should be awarded to reward pupils for good learning, good behaviour and good co-operation in group situations.

Every child should be encouraged, regardless of perceived ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation. All staff may award House Points.

Note: Certificates and stickers should NOT be handed out to be sent home during this time (unless online)

## Low level inappropriate behaviour in lessons: Reminder, Reflection, Removal (3R's)

1. **Remind** all children that they have a right to an education and a responsibility to respect other children's learning time.
2. Warn the child ONCE. Point out that they have a **responsibility to respect other children's learning time**. Give them a verbal warning that if they do the same thing again they will be moved.
3. Warn the child a SECOND TIME, move the child to the reflection space and ask them to **reflect** on their behaviour. Explain that they will have to leave school if they continue modelling negative behaviour.

## Persistent inappropriate behaviour in lessons

- **Parents will be called and the child will be collected from the school**
- When they return, discuss with the child their behaviour
- Discuss the option to educate online with the parents
- Instigate the use of the Home/school book
- Refer the child to the Inclusion Leader for EBD interventions or social worker

## How will this be recorded?

- The class teacher records the incident in the e-class behaviour book
- The Head teacher reads them daily.
- If patterns start to emerge the Head will meet with the child's teacher to discuss ways forward

## Serious inappropriate behaviour in lessons

- **Parents will be called and the child will be collected from the school**

Use any/a combination of the following:

- Explain option of home schooling to the parents
- Instigate formal behaviour monitoring for one week only
- Instigate the use of the Home/school book for one week only

- Agree and introduce a Behaviour Support Plan for the child
- Exclude the child internally for a fixed term
- Exclude the child for a fixed term
- Exclude the child permanently

### **Inappropriate behaviour during break times/lunchtimes**

- The person on duty must warn the child ONCE that their behaviour is inappropriate and it must stop.

If the inappropriate behaviour persists...

- Explain clearly to the child exactly what it is about their behaviour that is inappropriate.
- Sit the child on the TIME OUT bench for a short period (the guidance is one minute for every year of the child i.e. 6 years old equals 6 minutes) and ask them to look at the playground charter (Appendix 4)

If the inappropriate behaviour persists...

- Explain clearly to the child exactly what it is about their behaviour that is inappropriate.
- Sit the child on the TIME OUT bench for the remainder of break/ lunchtime.
- Write a white slip (Appendix 5) clearly & briefly detailing the child's inappropriate behaviour and the sanctions imposed.
- Send the white slip to the child's class teacher at the beginning of the next session.
- THE CLASS TEACHER (OR TA) MUST DISCUSS THE WHITE SLIP WITH THE CHILD CONCERNED.
- A copy of the white slip should go into the class behaviour book and the original white slip should be passed on to the head teacher ON THE DAY OF THE INCIDENT

**If the inappropriate behaviour involves rudeness to a member of staff or presents a danger to others or themselves, the child may be immediately removed from school.**

### **Exclusions**

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Exclusion of a pupil is a very serious matter and will only be considered as a last resort. However, exclusion must be considered if a child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to others
- Consistently prevents other children from learning and teachers from teaching

Guidance on the decision to exclude and the procedure to follow subsequently is set out in the “Exclusions from School” booklet published by Camden in July 2007. The document draws together the statutory obligations, the statutory guidance and legal provisions in “Improving Behaviour and Attendance: Guidance on Exclusions from School and Pupil Referral Units”, government guidance published in July 2007.

The school will follow this guidance when dealing with all exclusion matters.

### **Pupils at risk of Exclusion**

For those pupils who are at risk of exclusion a behaviour support plan is arranged. This involves:

- Identification of key behaviours acting as a barrier to the pupil’s learning
- Initial and review meetings with pupil, parents, class teacher and senior leaders
- Inclusion Leader to arrange a planned programme of work on strategies to change the challenging behaviour
- Regular communication with parents detailing progress against behaviour targets

### **Use of Reasonable Force to Restrain Pupils**

A provision came into force in September 1998, which clarified the power of teachers, and other authorised staff to use reasonable force in certain circumstances. In July 2002, a further publication was released: ‘Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour, in association with learning disability and/or autistic spectrum disorders’. This document serves to give advice to support the implementation of Section 550A of the Education Act 1996.

Please refer to our Physical Restraint policy for further details.

**Due to COVID-19 we will not be restraining children though they may be isolated under supervision while waiting for parents for collection.**

### **Impact on Mental Health on behaviour**

The current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour.

Government guidance on [mental health and behaviour in schools](#) sets out how mental health issues can bring about changes in a young person’s behaviour or emotional state.

To support the children’s mental health:

- PSHE lessons on days that children are in school (see PSHE curriculum policy)
- Weekly zoom calls so children can see all their class
- Weekly calls to the children who are staying at home

### **Dissemination of the policy**

This policy is available to parents and carers and pupils via the school website. Copies of the full policy are available to parents and carers and pupils on request.