

Laygate Community School



Behaviour Policy for Phased Reopening of School

School Behaviour Policy reviewed May 2020

This is an interim policy that ensures safe practices during the phased reopening of school during the Covid-19 Pandemic.

Review will be ongoing until further notice.

Behaviour Policy for Phased Return

In the light of the Covid-19 pandemic and the phased return of EYFS and Year 1, Year 6 alongside the continued provision for vulnerable pupils and pupils of key workers, parts of the current behaviour policy have been revised.

School acknowledges 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 as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, 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, may require some 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

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.

Therefore, pastoral care will be a priority on return to school. Care Team Meetings and/or meetings with other professionals will continue via email, phone call or virtual meetings to ensure those most vulnerable (both in planned bubbles and those remaining at home) are monitored closely.

The staff will continue to observe children and feedback any concerns or behavioural changes to the SLT. In particular, the Inclusion Manager will monitor the SEND needs so IEPs or IBPs can be followed and amended accordingly.

The curriculum and learning

The curriculum and activities will be adapted to meet the needs of individuals within each bubble.

We recognise that pupils will need to revisit their previous learning and staff will focus primarily on basic skills during the phased return.

Within the guidelines of our risk assessments, active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Lessons will continue to have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities.

Verbal feedback to the children on their progress and achievements will be used as a signal that the children's efforts are valued and that progress matters.

Rewards

1. Verbal praise from adults particularly in recognition of supporting the hygiene measures e.g. hand washing, social distancing, remaining in their bubbles
2. Responsibilities given
3. Potential to use online messaging between bubbles to recognise and celebrate good behaviour e.g. email messages, online certificates of a 'Pupil of the week' or 'Bubble of the Week', Google Meet message
4. Golden time using activities which meet the risk assessments around Covid-19
5. The house point system will not be in use during phased return.

Sanctions

Sadly, there are times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. Sanctions at Laygate Community School are outlined below.

All staff will continue to use a class chart with children's names identified. This is displayed somewhere prominent in the classroom (usually at the front). A visual traffic light system is used to manage behaviour and supports visual/ EAL and SEND learners.

Should poor behaviour require challenge, staff continue to follow the steps outlined below:

All children begin each day on **Green**

-Reminder

-Warning: **Amber**

-Consequence: **Red** Staff decide on appropriate action to take...

Missing break

If a pupil is to miss break, there are a few options available:

1. A member of SLT can go to the bubble and supervise from a safe distance. Two adjoining classrooms may be able to be supervised by viewing from the corridor through doors which are propped open (2 bubbles will be out for play during each slot)
2. If the teacher for an allocated bubble feels comfortable and safe to supervise playtime by themselves, the allocated TA/HLTA can supervise the pupil/s who are staying in
3. If a pupil who needs to miss play is unlikely to cause further disruption, they can sit outside during break time and not mix with other pupils in their bubble

N.B.

Communication is extremely important during the phased return and staff who intend to keep a pupil in at break time, should phone the SLT ahead of the break.

A note will be made of the date, name and location of the sanction.

This allows both the monitoring and accountability of hygiene measures around Covid-19 and any emerging patterns in a pupil's behaviour.

Time Out

If a pupil needs time out, this must only be considered where missing break times have not improved their behaviour.

Where necessary, a member of the SLT will collect the pupil from their bubble.

They will be supervised from a safe distance in a designated space within each building as appropriate i.e. the intervention room at the back of KS1 Hall, or the Y3/4 classroom in the KS2 building.

They will be returned to their allocated bubble at the end of time out.
This area will be disinfected after the time out as per the school's risk management policies.

Persistent low-level behaviour

If a child's behaviour is low level but persistent, we will continue to use a behaviour monitoring card. This can be used electronically via the Staff Share folder.

It is to be discussed with the parent/carer via a phone call.

The child's behaviour is monitored for each session (including breaks and lunchtime).

Lunchtime supervisors can give verbal feedback to the designated adults for the pupils' bubble over the lunchbreak.

At the end of each day, the report card is checked, discussed and signed via the Staff Share document by a Senior Leader within school.

The card also acts as record of improvement and achievement, so it allows the child to experience regular recognition and praise.

Where the behaviour has been unsatisfactory, then this is also used as an opportunity to reflect and identify ways forward.

At the end of each week, a copy of the card is shared with Parents/Carers – via email if possible or through discussion over the phone.

If a child's behaviour has not improved by the end of 2 weeks on a behaviour monitoring card, a meeting will be held with parents and the Head Teacher via a telephone call.

At this point the child will experience a short period of 'internal exclusion'.

Under the current circumstances, this means the child will be given work every day and will be supervised by a member of the SLT to complete it.

Initially this could be for a couple of days, then the child would be returned back to their bubble to see if behaviour improves.

If it doesn't the 'internal exclusion' experience will be repeated for a longer period of time.

Every avenue will be explored to modify a child's behaviour but in some cases it may be necessary to temporarily exclude a child from school where all else seems to have failed.

Behaviour at Lunchtime

Dinner staff are responsible for maintaining behaviour at lunchtimes and follow the same expectations set out in class.

This allows for a consistent approach and avoids any confusion for the children.

After a reminder prompt is given, Dinner staff may use an amber card to issue a warning and if bad behaviour continues a red card.

If a red card is issued:

- report to class teacher responsible for their bubble
- notify a member of the SLT

If more serious behaviour occurs as outlined below, report this to a member of SLT immediately and this can be recorded electronically on a running record.

Serious Behaviour

If behaviour becomes challenging enough that it is causing a risk to the child, other children and staff then school follows South Tyneside Exclusion Policy.

Examples include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and repeated disruptive behaviour in class.

In incidents where children are likely to cause injury to themselves or others, they may be positively handled in accordance with LA Guidance. Staff involved in managing behaviour in this way, are qualified in using Team Teach approved methods. Positive handling is a last resort. The emphasis on Team Teach is de-escalation. Only when de-escalation is not successful or when the situation is at crisis point / a safeguarding risk, will positive handling techniques be used. A report must be completed by the staff involved and parents must be informed. More information on Team Teach may be found at www.team-teach.co.uk.

Children with Special Educational Needs and/or disabilities (SEND)

We expect all children to abide by the Laygate School Rules. As much as possible, we want to keep children with special educational needs and/or disabilities within whole school behaviour management systems. However, this will be more difficult for some children during phased return. Some children may not comprehend the new rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews. For example; for children with Social, Emotional and Mental Health difficulties who are receiving additional SEND support staff will need to:

- Establish and maintain meaningful relationships with pupils so that they are able to feel safe, secure and happy in their surroundings.
- Create a nurturing, non-judgemental, relaxed and happy ethos.
- Support the emotional needs of pupils so that they are prepared to take on the challenge of restarting the learning process.
- Have regular discussions by phone with their teacher and parents/carers.
- Talk regularly by phone with the Inclusion Manager to discuss progress.
- Create and follow an Individual Behaviour Plan, with individualised targets.
- Have an Action Plan put in place, to outline strategies and resources that staff working with the child can do to support them.
- Provide one to one support in class.
- Seek support from our Mental Health Champion to develop social and emotional wellbeing.
- Provide special individualised curriculum programmes and timetables set up.
- Seek outside agencies support, when required.

In some instances, it may be impossible to provide the care that some pupils need without close hands-on contact. In these circumstances, staff will minimise close contact wherever possible, increase hand-washing and other hygiene measures, and clean surfaces more regularly and maintain existing routine use of personal protective equipment (PPE). School will follow the Public Health England guidance on cleaning in non-healthcare settings (Department for Education: Supporting children and young people with SEND as schools and colleges prepare for wider opening, May 2020).

School acknowledges that pupils with SEND 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.

For some children, including those with attachment concerns or SEND, 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.

The school 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 SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible.

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 such as Educational Psychologists, Lifecycle and the Healthy Minds Team, Emotional Resilience Team or Early Help.

Useful documents:

Covid-19: South Tyneside Educational Psychology Service Guidance for Schools – Supporting the emotional wellbeing of children returning to school (May 2020)

Supporting children and young people with SEND as schools and colleges prepare for wider opening (<https://www.gov.uk/government/organisations/department-for-education>)

In Conclusion

There needs to be clear communication and a degree of flexibility during the phased return.

We recognise that behaviours in our pupils may differ at this time and we will monitor their needs closely.

If at any time a member of staff requires advice or support with a pupil's behaviour, they should speak to a member of the SLT.

We seek to provide a safe and happy environment in which children can return to school. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of their behaviour in our society.