

Sacred Heart R.C. Primary School

Temporary amendment to Behaviour Management Policy due to Covid 19 Pandemic May 2020

‘A man took a grain of mustard seed, and sowed it in his field. Indeed, the seed is smaller than all seed but when it is grown, it is greater than the herbs, and becomes a tree, so that the birds of the air come and lodge in its branches’

(Matthew 13.31)

(School Mission Statement)

Adopted by the Governing Body: March 2019 and adapted in May 2020 in light of pupils returning to school following closure due to Coronavirus Pandemic.

Sacred Heart RC Primary School Amendment to Behaviour Management Policy

We expect children to:

- exit classrooms where possible through the external door to the outside. If they need to move around the school then they should walk on the left of the corridor, close to the wall, to allow a gap between another person walking in the opposite direction.
- move around the inside of the building (if movement is necessary), classes should pause and let the other class pass, before continuing to move around the building.
- Walk leaving a 2 metre gap between them. Staff to remind children.
- Follow new guidelines, which will be taught in relation to social distancing.
- Take care of their own and school property and value other people’s property-not touching other’s property and only bringing in a lunchbox, if required. No further objects to be brought in to school.
- Be on time-at the new entrances, as detailed in letter to parents dated 21 May 2020.
- Treat each other with respect and care and not coughing or spitting towards another person.
- To follow adult guidelines about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching their mouth, nose and eyes with hands.
- Tell an adult if you are experiencing symptoms of coronavirus-these symptoms will be explained daily by the class teacher.
- Follow rules about sharing any equipment or other items.
- Follow school instructions on hygiene, such as handwashing and sanitising.
- Follow instructions on who you can socialise with at school and remain in your ‘bubble’.
- Move around the school as per specific instructions (for example, ask to use toilet and be patient after toilet areas are sanitised after each use e.g. door handles and taps disinfected).
- Respect each other’s space during play, by maintaining social distancing
- To listen to and follow adults instructions at break times, to ensure that safe play can be enjoyed by all

We expect adults to:

- Listen to children when they speak to us-particularly around their emotions around lockdown and the changes at school and also their health in relation to coronavirus symptoms.
- Set an example for the children to follow in their behaviour towards both adults and children - particularly around social distancing and keeping safe and staying alert.

Behaviour is unacceptable when:

- It stops others from remaining safe from the possible spreading of coronavirus after a new rule has been explained and intentionally broken.

Strategies used to promote good behaviour

- Revise and remind children of general classroom rules
- Introduce new rules in relation to returning to school after lockdown. To be recapped daily and explicitly.
- Praise children for following the new rules.
- Making choices and consequences clear to enable the child to make the right choice. Use of age appropriate material to explain the possible consequences if social distancing and good hygiene not followed.
- Defusing situations by discussing issues in private, whilst socially distancing, so that there is no public humiliation
- Reminding children about the rules-on a daily basis when they arrive in class.
- Praise, stickers, Headteacher awards, sharing good work with class/buddy class, positive marking, Star of the Week, informing parents, etc. All rewards given to respect the social distancing guidelines.

The Sun, Cloud and Rainbow Behaviour System

Age appropriate alternative behaviour management systems will be in place as directed by the class teacher, to ensure behaviour is managed within the class bubble. SLT will be asked for advice if it is felt this is not manageable and parents will be informed.

During the period of returning to school after lockdown, pupils will be expected to take timeout in their own classroom, as directed by the adult and following social distancing guidelines.

Detentions will not take place during this period of return after lockdown, to ensure there is less risk of cross contamination.

- A child can be seated individually away from the group to complete work, always following social distancing guidelines.
- A child can be sent to an adjacent classroom for a short period of time for time out-not applicable during period after lockdown.
- A child can be sent to a member of SLT-only as and when agreed by SLT in advance (and all other behaviour management strategies' have been exhausted), to try and ensure pupils are not removed from their bubble.
- A child can miss a playtime-but will need to remain with bubble.
- An individual behaviour chart

At all times, parents should be kept informed of any issues or problems with behaviour and learning by the class teacher. This may take place over the telephone as parents are currently not able to enter school premises, to reduce risk of infection for all.

Behaviour at lunchtimes

Time out cards are recorded each day and monitored by the Senior Midday Meals Supervisor. If a child received 3 time out cards the parents is contacted. If there is no improvement in lunchtime behaviour a member of SLT will meet with the parent (potentially over the telephone) and sanctions may be put in place (see sanctions list).

Control and Restraint

Staff are required to wear full PPE and ensure their own and pupil's safety regarding infection, if physical intervention and/or restraint has to be used.

Control and restraint can be used if:

- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to the property
- A pupil is causing, or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials or objects.
- A pupil running in the corridor in which he/she might cause an accident or is likely to injure him/herself or others.
- A pupil persistently refuses to obey a request to leave a classroom.
- A pupil is behaving in a way that is disrupting a lesson.
- A pupil absconds from a class or tries to leave the building/site.

In any of these cases a member of staff should take the following steps:

- Stay calm and attempt to keep their voice quiet/speak slowly
- Give time where appropriate for the situation to de-escalate
- Give the child clear instructions
- Call for assistance from the Headteacher or SLT

Physical intervention will include:

- Blocking a child's path
- Holding a child's hand
- Separating two children
- Leading a pupil away from a situation
- Shepherding a child out of a situation by placing a hand in the centre of the pupil's back
- Restraining a child from behind by holding their hands

A written record must be made of all incidents involving the use of physical restraints. The report should be handed/emailed to the Headteacher within 12 hours. The parent would be informed of the incident.

Special Educational Needs

It is recognised that some children do have special educational needs, and this could affect their behaviour in school. Children with special educational needs will be treated fairly and in a manner which is suitable to their own individual needs, abilities and behaviours. SEN pupils are being prepared for their return to school with the use of social stories, visuals to explain how school may have changed and videos to show the new layout of classrooms and how to enter the building whilst socially distancing. These resources are being shared on Class Dojo.