



Wellington Primary School and Nursery Behaviour Policy – COVID-19

Staff Responsible: Executive Head Teacher

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1. Introduction

Although Wellington Primary School and Nursery's Behaviour Policy remains relevant, in light of the COVID-19 pandemic it is necessary to make some adjustments for the safety of pupils and staff. This policy should be read in conjunction with the Behaviour Policy. This policy reflects the new protective measures, rules and routines. This policy also includes appropriate sanctions (such as consequences and rewards), so that staff can ensure pupils understand them and can enforce them rigorously.

2. Rules and Routines

Wellington Primary School and Nursery understands that pupils are not familiar with the new school rules and routines as a result of the protective measures that need to be implemented due to the COVID-19 pandemic. Class Teachers and Teaching Assistants will ensure that pupils are aware of the school's new rules and routines and that they revisit these regularly. Class Teachers will explain the rationale behind the rules and routines to help pupils understand why it is needed.

Wellington Primary School and Nursery have sent out letters and put up signs around the school to support pupils and parents/carers. Wellington Primary School and nursery have sent home social stories explaining some of the new rules and routines.

2a. Social Distancing

As per government guidance, early years and primary age pupils cannot be expected to follow stringent social distancing from each other and staff. Staff will encourage pupils, where ever possible, to adhere to social distancing measures and stay 2 metres apart from others. Wellington Primary School and Nursery has a risk assessment in place which outlines how school will help to minimise risks and promote social distancing wherever possible.

2b. Arrivals and Departures

- Pupils are to be collected and picked up by one parent/carer.
- Pupils and their parent/carer will enter and leave the school grounds via an agreed entrance and exit.
- There is a one-way system in place for families to follow when entering and exiting the school grounds.
- Pupils and their parent/carer will have a designated area and time for drop off and collection. Collection and pick up times are staggered.
- Pupils will be greeted by their Class Teacher and/or Teaching Assistant and taken to their classroom. Where possible pupils will enter the classroom via their playground doors but, if not, the Class Teacher or Teaching Assistant will walk the pupil to their classroom following social distancing measures.
- Pupils and their parent/carer are asked to keep a 2 metre distance from other families and staff at all times.

2c. Moving round the school

Movement around the school will be limited for both pupils and staff. Pupils should not leave the classroom without permission and agreement from the Class Teacher. Where possible, pupils will always be accompanied by staff when moving around the school to support them with social distancing. Where this isn't the case due to limited staff, staff will monitor from the classroom door if possible or safeguards (such as the cone system for toilets) will be used. Pupils will be regularly reminded to avoid others in communal spaces such as corridors. Pupils and staff must try and keep 2 meters apart from others in their line. When in the corridor, there are markers on the floor to show 2 metres apart. Staff and pupils are to take particular care when using the stairs and ensure only one person is on each set of stairs at a time. In the corridors and on the stairs there are dividers to separate pupils and staff if they are going past each other.

2d. Toilet Breaks

- Pupils from the same bubble will be able to use the toilets at the same time (no more than 4 at a time). Pupils are reminded to face forwards at all times. Pupils will be monitored by Teachers/ Teaching Assistants to ensure they are following the rules and washing their hands correctly.
- Years 2/3 and 4/5 and 6 will share one set of toilets (the toilets are separate for boys and girls). N and R/1 will share one set of toilets.
- If a pupil requires the toilet during class time they should ask their Class Teacher. Before a pupil is allowed to use the toilet, the Teaching Assistant/Teacher will check the corridor is clear. If the corridor is already occupied by another Teaching Assistant and/or pupil the pupil will be asked to wait patiently in their classroom until the corridor is clear. The Teaching Assistant will support the pupil to walk to and from the toilet to maintain social distancing and the Teaching Assistant will wait in the corridor whilst the pupil uses the toilet. If the Teacher does not have a Teaching Assistant the pupil will walk to and from the toilet independently. They will put a cone out in the corridor to show that the toilets are in use and when they are finished in the toilet they will remove the cone and place back inside the toilet door. On returning to the classroom the Class Teacher will apply hand sanitiser to the child's hands to ensure they are clean.
- The toilet sinks should be used for hand washing following using the toilet; class room sinks are used for regular hand hygiene routines to avoid congestion in the toilets wherever possible.
- Toilets are cleaned during the day so cleaning staff need to check before entering.

2e. Lunchtimes

- Pupils can bring to school a drinks bottle which is named and also a packed lunch if they are not being provided with lunch by school.
- Packed lunches provided by school will be left outside each classroom for the Class Teacher or Teaching Assistant to collect.
- Pupils will eat their lunch in their classrooms.
- Pupils will wash their hands before and after eating their lunch.

2f. Play Times

- Pupils will have a break time play and lunchtime play. Some pupils may also have an afternoon play at the Class Teacher's discretion.
- Pupils will only have playtimes with the pupils in their class.
- Play times will be staggered for each classroom and each class will be allocated a certain part of the playground/field.
- Class Teacher and Teaching Assistant will lead games during play which do not require equipment or contact, these may include, musical statues or Simons Says.

2g. Hand Washing and Hygiene

- Staff and pupils must wash their hands regularly for a least 20 seconds with running water and soap ensuring they are dried properly or use hand sanitizer ensuring all areas of the hand are covered.
- Pupils are regularly reminded by staff about correct hand washing techniques and procedures by games, songs and repetition.
- Pupils who have difficulty cleaning their hands are helped by staff who can demonstrate and instruct and observe from a social distance.
- Hand washing facilities are supervised by staff when pupils are washing their hands to ensure only one pupil is in hand washing areas at any one time.
- If a child is seated within 2 metres of the sink when it is about to be used, that child will be moved prior to the use of the sink to encourage social distancing.
- Soap, sanitiser, paper towels, bins are available in classrooms and toilets.
- Hand washing should be completed regularly throughout the day including on arrival at school, after breaks, after outside learning, before and after eating and after sneezing and coughing and before leaving.
- Classroom sinks are available for most classrooms and should be used rather than using the toilet sinks to avoid congestion.

3. Praise and reward

Wellington Primary School and Nursery recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

When giving praise, Class Teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort rather than only work produced.
- Perseverance and independence are encouraged.

Class Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised. Praise that is given is always sincere and is never followed with immediate criticism.

Rewarding certain behaviour, including behaviours that follow the protective measures, mean that pupils are more likely to model the same behaviour again. Given that pupils are being asked to follow many new rules and routines within school, rewards are of importance.

Wellington Primary School and Nursery will use two different categories of reward: social and activity. A Class Teacher can continue to use social and activity-based rewards as long as they can be implemented in line with current protective measures.

- Social: praise and recognition, e.g. a positive phone call or email home. This can continue as it abides by all protective measures in place.
- Activity: activity-based rewards, e.g. extra play. This reward is likely to only be used as a class reward as pupils and staff need to stay together and must only take place in the class' allocated outside area if it is available and if social distancing with other groups is possible.

4. Intervention

Some pupil's will return to school having been exposed to a range of adversity. This may lead to an increase in social, emotional and mental health concerns. Additionally, where pupils have special educational needs and disabilities, their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. Social stories have been created to support pupils with social, emotional and mental health concerns and shared with pupils and parents/carers prior to pupils returning to school.

The whole school behaviour "steps" will not be able to be implemented during the COVID-19 pandemic as it does not work in conjunction with the protective measures school are implementing.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Verbal advice
- Warnings
- Using simple, direct language
- Distraction
- Reassurance
- Creating an outcome goal
- Choice
- Abort activities causing heightened anxiety
- Planned ignoring
- Humour
- Success/reward reminder
- Showing open, accepting body language
- Walk and talk (this has to take place outside and in an area without anyone else present so that social distancing from other groups remains intact; where a walk and talk is required Class Teacher or Teaching Assistant will check the outside area or corridor is clear. Staff to consider if the pupil is at risk of attempting to run off)

If a pupil is displaying behaviour that places the health, safety and welfare of staff or pupils at risk (for example: deliberate refusing to adhere to safety measures such as, hand washing, social distancing, remaining in their classrooms or playground areas, spitting or deliberately coughing or

sneezing at people), then the parent/carer will be expected to collect the pupil and a fixed term exclusion given.

In line with the school's Physical Restraint Policy and the DfE document **Use of Reasonable Force**, all members of staff have the legal right to use reasonable force to prevent pupils from injuring themselves or others, from damaging school property, or from causing disorder.

Staff members will implement de-escalation strategies such as those outlined above but also consider moving the rest the class to an outdoor space (not used by any other group and socially distanced from any other group)) or spare classroom

If physical intervention is necessary, staff should wear Personal Protective Equipment. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. A member of the Senior Leadership Team should be contacted for support. The members of staff involved and witness to the incident will complete the Individual Bound and Numbered Book immediately.

After an instance of physical intervention, the pupil's parent/carer will be immediately contacted.

A proportion of staff are trained in Team Teach to teach positive behaviour management and approved methods of physical intervention.

Where a physical restraint on a pupil has been used a Positive Handling Plan should be put in place for the pupil immediately following this.

5. Monitoring Behaviour

Regular online staff meetings are being held in order to review the current school arrangements and any pupils causing concern will be discussed at the beginning of each weekly staff meeting. Online weekly meetings will be held with the Class Teacher, Teaching Assistant, SENCO and DSL/Acting Head of School regarding any pupils who have an Individual Behaviour Plan.

6. Monitoring and Review

This policy will be reviewed by the Executive Headteacher, Mr T Mamak, DSL/Acting Head of School, Mrs. J Keeble, and SENCO, Mrs Rawlins, on a half-termly basis, who will make any necessary changes and communicate these to all members of staff.