



## Behaviour Policy COVID 19 Addendum March 2021

### Rationale

This policy addendum is for the staff, parents and children at St. Edward's Academy Cheddleton. It has been written to reflect changes in behaviour procedures and following a full opening of our school during the Coronavirus pandemic on Monday 8<sup>th</sup> March 2021.

The DfE states that *'It should be treated as a tool for schools to support the re-engagement of pupils and the return to an orderly and calm environment in which all pupils can achieve and thrive.'*

It should be read in conjunction with our Behaviour Policy, which can be found on our website and the [DfE Guidance 'Checklist for school leaders to support full opening: behaviour and attendance'](#).

### Expectations for Behaviour when in school

#### Arrival at SEAC

- Always follow the one-way system for arrivals. This one-way system begins at the pedestrian entrance by the school car park gate, goes up the ramp past the EYFS playground, around in front of the office and down the ramp next to the Key Stage 1 playground.
- Remember to stay 2m apart from the family in front of you. There are painted footprints on the floor for you to use as a guide.
- Only 1 adult per family (to restrict the number of people that we have on site). All children must remain with their parent / carer and must not run ahead or overtake other families.
- If your child becomes upset, can you take them with you back out of the school grounds and calm them down in a safe place. We ask this so that the movement of all our families can continue. You can then re-enter once the arrival has finished for other children.
- All children are to enter the class via their fire exit door. Staff will be available at different points to guide your child.

<b>Arrival Time</b>	<b>Year Groups</b>	<b>'Handover' Point</b>
<b>Monday-Friday</b>  All children to arrive between 8.45am and 9.15am	Butterflies – Mrs Best (Early Years)	<b>EYFS playground gate</b>
	Bees – Mss Bills (Early years)	
	Squirrels – Mr Carter (Key Stage 1)	
	Frogs – Mr Bode (Key Stage 1)	
	Robins – Miss Gratton (Key Stage 1)	
	Bats – Miss Upton (Key Stage 2)	<b>Key Stage 1 Playground gate</b>
	Spiders – Mrs Clifford (Key Stage 2)	
	Foxes – Mrs Johnson (Key Stage 2)	

### Departure from SEAC

- Always follow the one-way system for departures. Remember to stay 2m apart from the family in front of you.
- Only 1 adult per family (to restrict the number of people we have on site).
- These times and departure areas will be under constant review.
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<b>Dismissal Monday-Friday</b>	<b>Year Groups</b>	<b>'Handover' Point</b>
3.00pm-3.10pm	Butterflies – Mrs Best (Early Years)	<b>EYFS playground gate</b>
	Bees – Mss Bills (Early years)	
3.10pm-3.20pm	Squirrels – Mr Carter (Key Stage 1)	<b>EYFS playground gate</b>
	Frogs – Mr Bode (Key Stage 1)	<b>Main Entrance arch</b>
	Robins – Miss Gratton (Key Stage 1)	<b>Key Stage 1 Playground gate</b>
3.20pm-3.30pm	Bats – Miss Upton (Key Stage 2)	<b>Key Stage 1 Playground gate</b>
	Spiders – Mrs Clifford (Key Stage 2)	
	Foxes – Mrs Johnson (Key Stage 2)	

### **Siblings**

Parents/carers with siblings in more than one key stage to collect all children from their designated exits at 3.20pm.

### **Late Collection**

We appreciate that in certain circumstances, and on rare occasions, lateness is unavoidable. To minimise mixing on yards at dismissal time, children will return to their classes promptly at the end of their designated dismissal time and parents/carers will need to wait, off the premises, until all other classes have been dismissed and collect their child/ren at 3.30pm. Our attendance monitoring and reporting includes punctuality at the end of the day too.

### **Movement around SEAC**

- In addition to the one-way staff for arrivals and departure. We also have a one-way system around school which all children and adults must follow.
- All children and adults are to use fire exits to enter and exit the classroom. This is to minimise movement around the school and to avoid mixing of classes and key stages.

### **Playtime Routine**

**Below is a timetable for supervised handwashing.**

Class	Handwashing	Toilet to use
Butterflies and Bees	anytime	EYFS toilet
Robins	10.00am	KS1 toilet
Frogs	10.10am	KS1 toilet
Squirrels	10.20am	KS1 toilet

Foxes	10.00am	KS2 toilet
Spiders	10.10am	KS2 toilet
Bats	10.20am	KS2 toilet

*Notify the next class teacher if finished early.*

#### Additional Playtime Information

- Healthy snacks of fruit or vegetables are to be eaten in the designated outdoor area. All rubbish is to be placed in the bins provided.
- The class teacher or key stage support staff will supervise playtime for their class.
- The Home School Community Link Lead /Senior Leadership Team (SLT) will be on call at all times.

#### Lunchtime Routine

**Below is a timetable for supervised handwashing and lunchtime.**

Class	Handwashing	Toilet to use
Butterflies and Bees	Prior to lunch	EYFS toilet
Robins	11.50am	KS1 toilet
Frogs	12.00pm	KS1 toilet
Squirrels	12.10am	KS1 toilet
Foxes	11.50am	KS2 toilet
Spiders	12.00pm	KS2 toilet
Bats	12.10pm	KS2 toilet

*Notify the next class teacher if finished early.*

#### Lunchtime Information

- Children are to eat their lunch in the classrooms.
- All tables are to be sanitised prior to eating lunch.
- Lunchtime Staff will collect school lunches from the designated table in the hall and deliver to the classroom.
- Each class has a designated lunchtime member of staff. This will remain consistent wherever possible for the duration of Coronavirus.
- The Home School Community Link Lead/ SLT will continue to be on call at all times.

#### Further Routines in school

##### **General Routines**

- Children will be taught in their class bubble.
- All tables and children will face forward in Years 1-4.
- All children will have access to a tray which contains their books and a pencil case. A water bottle will also be on their table (this will be cleaned following guidance within our risk assessment.) This may be slightly different in EYFS.
- Children should bring a lunchbox, suitable outdoor wear and their school reading book bag into school daily.
- Lunchboxes will be stored in the classroom – on a cleaned flat surface either behind or adjacent to children’s tables. All other items will be stored in the cloakroom.
- Outdoor learning is to be prioritised. Classes are to use their areas only unless it is designated PE time. No outdoor equipment is to be used by a different class at these times.

- We are an 'all weather' school. Children must have suitable outdoor wear for the weather with them daily and wellies in school at all times.
- When moving around school, children should walk on the left-hand side of the corridor. We promote no talking at these time as other classes may still be learning.

### **Playtime and Lunchtime**

- Equipment is to stay with the area and the class rotates. It will be steam cleaned once a week or left for 48/72 hours as necessary.
- At the end of playtime and lunchtime, reminders to tuck in shirts and smarten uniform are to be given by all staff.
- Decisions are made, prior to play time and lunchtime, whether coats are needed. (Staff to decide). If coats are worn, they must be fastened in the cloakroom, remain fastened and on for the duration of the breaktime (unless otherwise agreed, in exceptional circumstances by supervisory staff).

### **Hygiene Practices in school**

- Children should wash their hands prior to coming to school and sanitise at the point of entry to their class.
- Children will wash hands with soap after going to the toilet, before eating and preparing food and before playtime.
- Children will sanitise their hands with gel when entering the classroom at all other times, unless they have just been thoroughly washed.
- Handwashing will be supervised by an appropriate adult at break and lunchtimes.
- An adult will sanitise work stations / tables before and after eating lunch.
- If a child shows symptoms of coronavirus, they will be isolated then we will follow our risk assessment guidance.
- If at all possible, coughs and sneezes will be caught in a tissue. This should then be placed in the bin. We will ensure that children wash hands afterwards.
- Throughout the day, we will remind children to avoid touching their mouths, nose or eyes with their hands.
- No coughing, sneezing or spitting should be aimed at another individual. (See behaviour points below)
- All shared class resources will be cleaned regularly in line with guidance/our risk assessment.
- Any resources shared between groups will be steam cleaned prior to transfer or left for a period of 48/72 hours as appropriate/necessary.
- Touch points will also be cleaned regularly following procedures outlined in our risk assessment.
- Sanitiser will be provided by school. Children are not to bring their own in unless it is for medical reasons e.g. eczema and allergies and agreed with the Home School Community Link Lead. A care plan will be needed.
- All staff and children are to wear appropriate clothing / uniform that is washed regularly. A visor may be worn by some staff. This is optional. When not in use this must be placed in a plastic bag and cleaned daily by the member of staff.
- All staff must wear a face mask in all communal areas unless eating or drinking.
- If an adult or child wears a face covering to travel to school, they will be instructed to dispose of temporary face coverings in a covered bin. Re-usable face coverings will be placed in a sealed, plastic bag and taken home. Children will need to manage removal and safe storage themselves. This may mean that only disposable masks are appropriate for some children to use on our school premises.

## Toileting

- EYFS are to use the toilets situated in the Nursery.
- KS1 are to use the KS1 toilets and KS2 are to use the KS2 toilets.
- Going to the toilet will be prompted and supervised before playtimes and lunchtimes. Children will go in three at a time. Each class has a designated time to access the toilet areas routinely.
- Touch points in the bathroom will be cleaned regularly throughout the day (see cleaning schedule)
- If intimate care is needed then PPE equipment will be worn by staff (see risk assessment).
- At all other times, children are to go to the toilet 1 at a time. They are to wait outside if a member from another class is in the toilet area.

## If a child / adult displays symptoms of Coronavirus,

- The child / adult will be asked to sit on the green stool outside the classroom. If the class is outside then the child / adult is to remain outside but separated from others.
- An adult will use the walkie talkie to contact The Home School Community Link Lead (Number 8). If there is no response, then the adult will use the emergency contact (number 16). Stating that an adult is needed for the green stool.
- The child / adult will be collected by The Home School Community Link Lead. The risk assessment will then be followed.
- Supervision of children that are unwell, including those separated from their peers (green stool) is the responsibility of class/key stage staff until The Home School Community Link Lead or an assisting member of staff arrives at the scene.

## Socialising

- Children will be able to socialise at playtimes and lunchtimes with other children from their class.
- Children will be taught to play co-operative games and engage in interactive activities with limited touching.
- Wherever possible, adults will socialise with other adults from their Key Stage only. Lunchtimes for staff are staggered to support this.
- There will be no mass gatherings in the hall. Worship will be completed in class and via TEAMS.
- When in class, children are able to share resources with others. These will be cleaned following guidelines within our risk assessment.
- Adults and children must maintain distance and minimise touching, in the classroom and corridors, whenever possible and practicable. To support this there will be limited movement around the classroom by children.
- Adults working with the children will remain as consistent as possible.

## School Rules

- When in school, children and adults will follow our DUCK rules;
  - **Do your best.**
  - **Use manners.**
  - **Caring and Kind.**
  - **Keep Safe.**

(These rules are displayed on behaviour boards within each classroom.)

- They will also follow our school values; Wisdom, Respect, Compassion, Responsibility, Courage, Perseverance and Honesty. Each class is responsible for promoting one of our school values.
- Children will be rewarded for following these rules and demonstrating these values (See below for more information).
- At dinner times, dinner time supervisors and playleader staff adopt an approach which focuses on reconciliation and forgiveness, using our values/rules as a focus for the types of behaviour we expect. At the end of each playtime / dinnertime, a member of staff and/or play leader chooses 1 child from each class to have a 'move up' for positive behaviour. Any behavioural incidents are

recorded and communicated to teachers' in line with behaviour routines for an appropriate response.

## **Stages of Behaviour Management (Rewards & Sanctions)**

### **Rewards**

From 8.3.21, physical cues (coloured cubes/cards) are to be used as a behaviour management system. These are in place of the move up / downs on the class chart. (EYFS will however continue to use this whole class chart).

Each child is to be given a green cube / card and it is to stay on their table (in trays at lunch). This demonstrates that their behaviour is good. If behaviour is good at the end of the day, reward through a dojo point for 'Good to be Green'.

Dojo points can also be given at other times during the day for demonstrating our school values – perseverance, wisdom, courage, honesty, responsibility, respect and compassion.

Additional rewards include:

- Gold stars sent home via messages on dojo if anyone has shone that day.
- Gold / DUCK awards on Fridays.
- 20 minutes of golden time each week on a Friday.

During this time, House team rewards will be suspended.

### **Sanctions**

In response to disruptive behaviour during lessons an orange cube/card is given as a visual reminder to change behaviour.

If disruptive behaviour continues or is significant, then a red cube / card is given. Make note of any child with a red cube / card and log according to stages of behaviour management outlined below.

*Do not give cubes if this will escalate a situation. Remember children can move out of red if their behaviour improves. However, if they have been in red at all, please follow the stages of behaviour below.*

If a child has been in red during 1 week:

- They will lose 5 minutes for each day being in red.
- They will have a discussion with the class teacher about behaviour and how they can improve.
- A mindfulness activity will be given.
- This will be noted on the electronic **weekly behaviour log**.

If a child has been in red for three or more times in one week:

- The above actions will be completed.
- EC will be informed via email.
- The class teacher will inform parents via dojo and this will be added to SIMS.
- Behaviour for the following week will be monitored closely using weekly behaviour log.

*If behaviour improves the following week this process would start again. If not escalate.*

### **Escalation Step 1 (Week 3)**

If behaviour does not improve or if there is a regular pattern of low-level disruption;

- The Class teacher will speak to the child and parents by telephone. Outline next step if behaviour does not improve. Add this to SIMS. DL / HM to offer advice and support at this stage.
- Teacher to monitor behaviour using weekly behaviour log for 1 week.
- The Child Champion will become involved. Daily check ins, target setting. Coaching sessions.

*If behaviour improves, monitor using weekly behaviour log. Deescalate as necessary. If it continues, escalate.*

### **Escalation Step 2 (Week 4 & 5)**

If behaviour does not improve;

- Child/ parent /class teacher to create a behaviour contract. DL / HM to offer advice and support at this stage. The appendix outlines possible strategies / resources which can be used at school and at home. All must agree to complete and monitor actions. Remember any internal isolation is to be logged on SIMS.
- Tier 2 support (Home start) will be offered at home if necessary.
- Teacher to monitor behaviour through this. Child Champion will continue to support as above. Add this to SIMS, linking meeting notes. Inform EC.
- Stakeholder meeting to discuss progress after 2 weeks.

If behaviour is improving;

- Stakeholder meeting to discuss progress / next steps after 4 weeks.

*If behaviour continues, escalate.*

### **Escalation Step 3 (Week 6)**

If behaviour does not improve;

- Key Stage Leader will become involved.
- Firstly, she will monitor that the escalation process above has been adhered to fully and that the child/parent have had support and consistent strategies implemented.
- The Key Stage Leader will arrange a stakeholder meeting to discuss new actions – adapt behaviour contract, outside agency involvement, response to further behaviour. Early Help Assessment will be completed at this stage. Tier 2 Home start support will be sought.
- Key Stage Leader to add involvement to SIMS. Inform EC.
- Class teacher, Key Stage Leader and Denise Leese to meet internally – agree, arrange and contact appropriate outside agency e.g. Primary DIP, Leek SEND Hub, behaviour support, educational psychologist. Child Champion will continue to support as above.
- Teacher to monitor types, frequency, duration and targets using SEAC's Behavioural Incidents Record. (Appendix). Save to SharePoint. These documents will be used by EC to identify specific triggers etc and may be used as evidence if a referral to outside agencies is needed.

If behaviour improves;

- Teacher continue to monitor types and frequency of behaviour incidents,
- EC to identify any triggers.
- Monitor for a further 4 weeks followed by Stakeholder meeting.
- De-escalate to appropriate stage. Monitor on a 6-week time scale.

*If behaviour continues, escalate.*

### **Escalation Step 4 (Week 7 onward)**

If behaviour continues,

- Mrs Clifford and The Home School Community Link Lead to support Class Teacher and Key Stage Leader in plan assess, plan, do, review cycle.
- Outside agency support implemented. Child Champion will continue with suggested interventions.
- EC to add this action to SIMS to monitor behaviour.
- Teacher to continue to monitor behaviour through **SEAC's Behavioural Incidents Record** and adapted behaviour **contract**.
- Stakeholder meeting dependent upon action/need. Meet every 1-4 weeks.

If behaviour improves;

- Increase time between stakeholder meetings until they are 6 weeks apart. When they are 6 weeks apart, intervention can be de-escalated gradually.

*If behaviour continues, escalate.*

#### **Escalation Step 5 (After 1 term)**

- Refer for EHCP.

**These Rewards and Sanctions will be followed by everyone and will also be used at play times and lunchtimes.**

**To maintain the safety of others. Any child who puts others in significant danger at this time by spitting, deliberately touching another person, deliberately accessing another classroom / area will be spoken to directly by Mrs Clifford. Refusal to not comply with this rule may lead to an exclusion and/or immediate collection. EC to add this to SIMS to monitor behaviour.**

**A risk assessment will be completed by Mrs Clifford for any child with an EHCP, for any child in the process of receiving an EHCP. Parents and children will contribute and agree procedures in place.**

#### **Appendix -Weekly Behaviour Log**



Class Name:						
2020-2021						
Week 1						
Child Name	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
Analysis:						
Actions:						

**Appendix – Behaviour Contract**

**Behaviour Contract**

What I find difficult...			
I agree that I will...			
Rewards			
How will my parents support me?			
How will my teacher support me?			
How will the Child Champion support me?			

I will not get my rewards if I do not follow this plan. I may also have to miss playtime or dinner time.

Signed:|

**Appendix - Possible Behaviour Strategies**

- Use the Graduated Response
- Create an individualised reward system. Use images of what they like.
- Ensure you follow through on rewards and sanctions on the behaviour contract.
- Internal Isolation – in another classroom.
- Do not get angry.
- Gain attention before giving instructions.
- Child Champion 1-1
- Rewards can involve other children.

- Develop positive affirmations.
- Complete [Turn negative thoughts into positive ones](#).
- Complete [Making Positive Choices](#).
- Calm Corner / Area for specific children.
- Use a [feelings board](#).
- Be mindful of cultural differences.
- Speak to pupils in private – not in front of other children.
- Get children to [monitor their own behaviour](#).
- Include relaxation techniques and mindfulness.
- Offer choices
- Position yourself closer to the child.
- Role-Play positive behaviours.
- Focus on emotions – e.g. an [emotions board game](#).
- Complete [When I am Angry I can](#).
- [Anger Management resource pack](#) & other Twinkl resources
- Use the SPRINT package
- Use Beyond the Boxall document
- Part time timetable
- Fixed term exclusion.

**Appendix – Behavioural Incidents Record**

<b>Child Name:</b>				
<b>Year Group and Class:</b>				
<b>Escalation Stage:</b>				
<b><u>Week Beginning</u></b>	Insert Date	Insert Date	Insert Date	Insert Date
<b><u>Behaviour Type</u></b>				
Bullying				
Physical Aggression				
Verbal Aggression				
Racism				
Discrimination				
Absconding				
<b><u>Analysis:</u></b>				
<b><u>Actions:</u></b>				

**Expectations for Behaviour Management when at home during Remote Learning**

Remote Education Protocol

Children will:

- Be dressed appropriately for learning.
- Work in a room with an adult supervising when possible. If not, they should be within sight or hearing distance.
- Follow the school behaviour policy and addendum.
- Not consume food or drink during live lessons unless as part of the lesson (e.g. chatty snack in EYFS).
- Begin the lesson with the microphone and video on.
- Turn the microphone and video off when the teacher asks.
- Use the hand symbol and wait politely until invited to speak.
- Use the chat box to ask questions if appropriate (KS2).
- Leave the lesson when asked to do so.
- Complete learning activities set for each lesson.
- Seek help if they are unsure of a task.
- Use the 'Just do it' rules (appropriate for their year group) to check work is their very best before submitting to the teacher.
- Label each piece of work with the lesson title e.g. English 1, Maths 3 (supported by an adult for younger children).
- Continue with extension activities set, regular reading, mental math's targets, spellings, handwriting and active learning as and when work is completed and until the time to regroup as a class (do not say 'I've finished').

#### Parents will:

- Inform the academy if their child is sick or cannot complete the work set (live or at an alternative time to fit in with family circumstances).
- Ensure secure settings are set for the devices used by their child/children.
- Be prompt attending live lessons (your child may not be admitted if the lesson has started).
- During live lessons, position themselves so they can support their child, whilst enabling them to be as independent as possible.
- Not be seen and/or heard during live lessons if at all possible.
- Support their child/children with their protocol behaviour expectations.
- Share a maximum of 1 piece of work for each lesson to ClassDojo (end result). Ensure the photos are clear so teachers can feedback on the work.
- **Not save or share recordings or digital images of SEAC lessons in any form.**
- Be respectful when making and concerns or complaints know to staff about remote learning.
- Use ClassDojo messages or school email to contact the teacher or The Home School Community Link Lead about their child's learning or mental health and wellbeing.

#### Teachers will:

- Follow guidance included in [SUAT's Remote Education Policy](#) , [SEAC's Additional Policy Statement](#) and [OFSTED's Virtual Learning Standards](#)
- Ensure provision is in place so that all pupils have access to high quality resources offline and online that are linked to St Edward's Academy Cheddleton's (SEAC's) curriculum expectations.
- Plan for English, Maths and Phonics lessons including differentiation of learning activities for SEND
- Receive planning for Foundation subjects from teachers in school including differentiation of learning activities for SEND on sharepoint by Friday lunchtime
- Provide parents with a weekly timetable of live and offline lessons on TEAMS by the Friday before
- Provide powerpoints and learning activities for English, Phonics and Maths on Sharepoint by Friday lunchtime
- Provide powerpoints and learning activities for all core and foundation subjects on TEAMS by Monday at 9.00 a.m.
- Complete and monitor the attendance and engagement registers.

- Ensure that all lessons are scheduled on TEAMS including 1-1 and small groups.
- Invite the Principal and AH to all 1-1 and small group meetings. (video and microphone off)
- Follow [SEAC guidance](#) on live lessons including scheduling a meeting, setting permissions for children (muting, enabling the lobby ) and ending the lesson.
- Speak to any child not using video at the very start of the lesson to confirm identity.
- Record most live lessons (video off and mute unless child is talking). If a lesson requires children to be seen on screen e.g Chatty Snack do not record
- Not allow entry to a live lesson once the recording has begun. If this occurs teachers must inform parents that a recording is available.
- Provide daily feedback on children's work verbally in the live lesson or by written comments on ClassDojo.
- Dress appropriately for live lessons.
- Use SEAC devices and ensure the device remains secure.
- Only use platforms agreed by the Senior Leadership Team (TEAMS, ClassDojo, Purple Mash).
- Ensure that any confidential or personal information is out of shot in webcam view and be mindful of TABs open on your screen - are they appropriate to be open on SEAC device in view of the children?
- Take measures to minimise interruptions during your meeting.
- Use a classroom background if there will be no interruptions. Blur your screen if interruptions are possible.
- Inform SM or AH if they wish to pre-record anything for a lesson via email prior to doing so.
- Receive one afternoon each week for Planning, Preparation and Assessment (PPA).
- Outline behaviour expectations at the beginning of remote learning lessons if required.
- Contact those who are not engaging with TEAMS / Class Dojo or arrange for the Home School Community Link lead to do so.
- Use professional and appropriate language at all times.
- Respond in a timely manner to parent and child comments and queries and forward any as necessary to the SLT.
- Report any safeguarding incidents, dangers or concerns to the appropriate member of staff.
- Report potential data breaches to the designated person within the designated time frame.
- Adhere to the Staff Code of Conduct and Teachers Standards at all times.

**Child Champions will:**

- also follow the protocols outlined above that are relevant to their roles in school.

**The SENDCo will:**

- Liaise with the ICT technicians / Specialist Support Services to ensure that the technology used for remote learning is accessible to pupils and that reasonable adjustments are made where required.
- Ensure that pupils with EHC plans continue to have their needs met while learning remotely / in school.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely / in school.
- Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

**The senior leadership team will:**

- Follow the guidelines within the SUAT Remote Learning policy.
- Coordinate the remote learning approach across the academy.
- Monitor the effectiveness of remote learning.
- Monitor the security of remote learning systems, including GDPR and safeguarding considerations.
- remote learning lessons in line with school monitoring procedures.

- Contact parents of any child who has to leave / is forced to leave a remote learning lesson and complete an action plan for moving forward.
- Ensure that complaints and concerns are managed effectively.
- Ensure that recorded live remote lessons are automatically destroyed 20 days after sharing.