**St Joseph’s Catholic Primary School**

**Addendum to School Behaviour Policy – Covid-19**

**Background**

In response to the Covid-19 outbreak and the phased opening of schools following a partial closure, this addendum to the St Joseph’s Catholic Primary School Behaviour Policy sets out the expectations and principles of behaviour, with a focus on post Covid -19 school.

The existing Behaviour Policy is still applicable, although particular aspects, such as Red Room, cannot at the moment be implemented. This addendum therefore seeks to support staff in maintaining behaviour, order and discipline in the current situation.

**Communication**

This addendum has been issued to all staff and Governors. It is published on the Corona Virus page of the school website.

All parents who are using the Key Worker/vulnerable child care facility, as well as other parents who may choose to send their children to school when a gradual opening to Y6, F2, Y1 and then all year groups occurs, have had the following paragraph given to them in writing:

*Behaviour*

*We are very proud of our standards and expectations of behaviour at St Joseph’s. This is even more critical at this time. We completely understand that children may be anxious upon their return to school, especially when school life will be very different and staff will be very sensitive to this. However, it is vital that we continue to uphold the highest levels of expectations with behaviour – children must listen to adults, and respect and follow all instructions at all times.*

*We are confident that the children will continue with their great behaviour as we know how they are usually and we remain immensely proud of them and thank you for working with us on behaviour. We understand that the environment may appear strange and unusual to them, and we will support and nurture them through these difficult times. However, we must be very clear that if we have any instances of unacceptable behaviour, including issues both from the ‘old world’ – disrespect, unkindness, damage to property etc and issues from this ‘new world’ – deliberately breaking social distancing instructions, spitting etc, these will be treated very seriously and may in extreme cases mean we have to withdraw the childcare place.*

**SEND**

This addendum has due regard for pupils for whom behavioural challenges are part of their condition – including ADHD, Social/Communication etc. These children will not face discrimination, and strategies will be in place to support them, such as de-escalation, time out, distraction and other techniques. However, for the safety and welfare of all children and staff, expectations regarding behaviour must be high.

**Support**

Critical to looking after the children and their welfare will be giving high priority to mental health and well-being, and supporting them in coming to terms with everything they have lived through during this period. Some children will have been exposed to DV, low levels of neglect, feelings of isolation and frustration, lack of socialising etc. A recovery curriculum is being developed, along with Mental Health and Well-being resources to help, support and nurture children, as all behaviour is communication, so ‘bad’ behaviour may be a result of worry and anxiety. We will seek to help children understand their worries and address them in a positive way.

**St Joseph’s Behaviour Code**

* Be **kind** and **helpful** to others. Don’t deliberately hurt people.
* Be **polite** – say please and thank you. Smile and greet people. Hold doors. Say **sorry** and mean it. Always be honest. Take turns. Show respect.
* Use **kind hands, kind feet** and **kind words**.
* **Work hard**, listen carefully and always **try your best**. Don’t give up. Don’t stop others from learning.
* Take **care**of our building and equipment – don’t damage it, keep it clean and tidy.
* **Respect** and appreciate the differences that make me, me and you, you.
* **Keep safe**. Help keep others safe.
* Do the **right** thing

**Behaviour principles**

The following review items are highlighted by Gov.Uk in their document – ‘Planning guide for Primary Schools’

* following any altered routines for arrival or departure
* following school instructions on hygiene, such as handwashing and sanitising
* following instructions on who pupils can socialise with at school
* moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
* expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands
* tell an adult if you are experiencing symptoms of coronavirus (COVID-19)
* rules about sharing any equipment or other items including drinking bottles
* amended expectations about breaks or play times, including where children may or may not play
* use of toilets
* clear rules about coughing or spitting at or towards any other person
* clear rules for pupils at home about conduct in relation to remote education
* rewards and sanction system where appropriate
* Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

**As reviewed**

* following any altered routines for arrival or departure

Upon taking the offer of a place and in future periods, the areas and timings for drop off and collection are made clear to parents. Markers and posters displayed remind of the need for social distancing on the playground when dropping off/collecting. If a parent misses their ‘slot’ they must wait until the next available clear period for their child to enter. This is so that different groups do not mix, even briefly, during collection or drop off. If a parent is late for collection, each child is kept separate in the event of children from more than one group. If late collection is persistent, the parent may be required to make use of After school provision (paid) or if extreme and regular, the offer of a place withdrawn.

* following school instructions on hygiene, such as handwashing and sanitizing

Regular time is included throughout the day for handwashing. All children must follow the instructions for handwashing. Staff will demonstrate correct technique. In the case of very young children (i.e. EYFS or some Y1), staff will supervise as much as possible to ensure thorough handwashing has occurred.

* following instructions on who pupils can socialise with at school

Groups have been created and the day structured to avoid any mixing of different groups. Staff in charge of the group are to ensure that timings are followed so that no mixing occurs.

Where possible, distancing should be in place, however, where this is not possible, regular cleaning, regular hand washing, not mixing groups and isolating any child with symptoms is the hierarchy of controls in place.

* moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

Children will be spoken to by the member of staff in the group regarding movement around the school. This includes reducing the number going to the toilet at the same time to avoid queuing and gathering, and when moving as a group, as far as possible, keeping distancing measures. A one-way system has been created and staff will explain the system to children.

* expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands

Children will be taught about the importance of hygiene, including ‘Catch it, bin it, kill it’ and to avoid touching mouth, nose and eyes. Staff have been provided with poster materials, links to the e bug resources and posters are also displayed around school. If a child coughs or sneezes, they are to immediately wash their hands. The member of staff should give the surrounding area a wipe using the materials provided, or ask the child to do this (this is part of the behavioural changes). Staff are to be vigilant as a persistent cough is a potential symptom of Covid -19. If the cough becomes persistent, the child is to be isolated and sent home for testing.

* tell an adult if you are experiencing symptoms of coronavirus (COVID-19)

All staff must be vigilant for symptoms of Covid -19 (Persistent cough, high temperature, change or loss of sense of taste or smell). If a child develops these symptoms they are to be isolated as per the Risk Assessment. The family must self-isolate for 14 days. The expectation is the child undertakes a Covid test. The child will not be permitted back in school unless 14 days have elapsed or a test has a negative result. If a test comes back positive, the entire group, including staff are to self-isolate for 14 days.

If a child displays any other illness (e.g. tummy ache, severe headache etc) they are to be sent home. They may return when well, provided no Covid symptoms have presented.

* rules about sharing any equipment or other items including drinking bottles

Children must not bring in any items from home, other than coats and wipeable or disposable lunch boxes.

Classroom items are not to be shared between groups. As far as possible, classroom items should not be shared between children and as far as practical, children are to have their own resources which are not shared. Items which cannot be regularly cleaned, including soft furnishings should be removed.

* amended expectations about breaks or play times, including where children may or may not play

Break times have been timetabled to avoid group cross-over including when moving. Staff must keep to the timings issued. Separate outdoor spaces have been identified for each group. Each group has their own set of outdoor equipment. In the event of rain preventing children going outdoors, the hall has been timetabled so that the room is vacated for a clean, as well as the hall in between groups.

Staff in the group must supervise at all times and ensure the same standards of behaviour and discipline as at other times. This is in line with our behaviour code, and includes no fighting, hitting, aggressive physical contact etc.

* use of toilets

Each group has been allocated a toilet to use. Toilets have been adapted to have fewer cubicles and wash basins in operation. This reduces the cleaning needs and contamination points. Toilets are mixed gender in order to keep groups separate. Children can only go to the toilet one or two at a time. Hand dryers have been decommissioned and paper towels provided.

Staff are to remind children to go to the toilet before any outdoor time in order to reduce the number needing to go when outdoors. If a child does need to go when outdoors, where required owing to age, the child is to be accompanied by a member of staff to ensure they use the correct toilet.

* clear rules about coughing or spitting at or towards any other person

Children are taught about general hygiene including where possible facing away from people when talking, and covering the mouth when coughing or sneezing, using the crook of the elbow. If a tissue is used when sneezing, tissues are to be disposed of in lidded bins. If a child deliberately coughs or spits at another person, this will be treated extremely seriously and may result in the child being ‘excluded’ from the provision.

* clear rules for pupils at home about conduct in relation to remote education

Children are expected to undertake some degree of remote education. The blended learning offer is currently under development

* rewards and sanction system where appropriate

Staff are able to implement their own rewards and sanctions staying within the existing behaviour policy. This includes use of ‘free time’, stickers, merit points or other similar rewards.

If a member of staff needs to sanction a child for going against the existing behaviour policy, or items in this addendum, the sanctions may include:

losing merit points, ‘time out’, speaking to parents (over the phone or at a 2m distance), referral to a member of SLT, referral to the Headteacher, or in extreme cases, ‘exclusion’ from the provision (Headteacher).

* Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

In line with the SEND Code of Practice, adjustments will be made to support those pupils with underlying conditions that may impact on their behaviour. However, for the safety and welfare of all pupils and staff, the expectations and standards of behaviour cannot be compromised.

**Review**

This addendum will be reviewed and updated regularly in response to more children returning, developing science, and in response to operational practice.