

# **DRUMAHOE P.S.**



## **Positive Behaviour Policy COVID-19 Addendum**

# Positive Behaviour Policy 2020



## Covid-19 Addendum

At Drumahoe Primary School we aim to maintain a secure, calm, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Positive Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Positive Behaviour Policy, Anti-Bullying Policy and E-Safety Policy (all of which will be reviewed in the 2020/21 academic year).

The principles as set out in the school's Positive Behaviour Policy remain and should continue to be followed. This addendum is not intended to be used as a stand-alone document and therefore should be read in conjunction with the existing policy.

It sets out the expectations of the school in response to the COVID-19 guidance and the need for the whole school community to adjust to this guidance.

This addendum follows the guidance provided by the Department of Education for Northern Ireland:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/coronavirus-covid-19-guidance-school-and-educational-settings-northern-ireland>

The return to school will see some significant changes to the structure of the school day, daily routines and social and behavioural norms. To ensure that our school continues to be a calm, caring, stimulating and supportive learning environment, it is essential that new routines and expectations are established for the safety of the whole school community.

These adjustments are set out below:

### **Arrivals, Departures and Moving round the school**

Children will enter school through their designated entrance at the agreed time. Children will enter with one parent/carer, line up at their designated place and will go straight to their designated classroom at the designated time.

At their designated home time, children (P1-P3) will leave the building from their designated exit and be collected from this exit point by the respective adult collecting them. At their designated home time, children (P4-P7) will leave the building from their designated exit and be escorted to their leaving points. The P1-P3 children will be released one at a time to their respective adults collecting them. Adults must socially distance and wait in a line to come to the gate to collect their child.

During the first term at least, there will be little or no movement around the school. When the children leave their classroom it will be to go to the toilet, go to the Dining Centre or to go outside for their designated play and exercise time (P.E.). Children will follow an adult from their classroom on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children have responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

## **Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

Children will be taught, reminded and expected to follow the “catch it, bin it, kill it”, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

## **Social Distancing**

Children will be expected to socially distance (2 metres from adults in school and in the playground/field at all times.

When children enter their classroom, they will be expected to go straight to the sink, wash their hands and then sit at their own desk, and nowhere else in the room. Children will be seated facing the front and must stay in their seats. If they need an adult’s support, they must raise their hand, but should not get out of their seats.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used.

We understand socially distancing may be more difficult for younger children but they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

## **Toilets**

Each class will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets, max. two at a time from the same class bubble. When a child has finished in the toilet they must wash their hands.

## **Break and Lunch times**

Children will be eating in their classrooms, supervised by an adult and will have their own designated time and place to play and exercise for 40 minutes at lunchtime. Children will be expected to remain socially distant from peers and adults during these times. Children must stay in their designated area at all times.

## **Behaviour Management in School**

Children will be taught new routines and rules that will have to be practised during this pandemic phase that we are living in. As highlighted above there will be less freedom, for example, of movement both within the class and around the school.

Pupils will be expected to:

1. Follow any changes to drop off and pick up routines;
2. Follow school instructions on hygiene, such as:
  - Coughing and sneezing into elbow
  - Catch it: Bin it: Kill it – disposing of tissues followed by hand washing and sanitising
  - Keep their hands away from their face as much as possible
  - Only use their own equipment such as pencils and stationery items, water bottles, and only eat their own food;
3. Remain in their own class at all times, unless going to use designated toilets;
4. Use designated toilets only. Only a max. of 2 children at any time in each toilet from the same class bubble. Wait outside the toilet until the other child(ren) has left if they are in a

- different bubble. Pupils will stick (velcro) a picture of themselves outside the toilet door to communicate to others that they are using the toilet and the bubble they belong to;
5. Play safely in the designated zones only;
  6. Follow all rules about appropriate behaviour online when and if the children are learning remotely from home (see below).

Each Key Stage has systems in place for rewarding all pupils who are demonstrating appropriate behaviours and adhering to both the class rules and these Covid-19 procedures.

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, not remaining in their class bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

1. Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current Positive Behaviour Policy.
2. Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent/carer.
3. If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

### **Staff Conduct and Wellbeing**

The school's usual Staff Code of Conduct is still relevant in the new school scenario. Staff are working in a new way, following new guidelines and their well-being is paramount. Staff have been consulted over the school's various risk assessments and allowed to voice concerns over the 'new normal.' The new 'Return to School Arrangements' have taken into consideration staff viewpoints and union guidance. Staff will work in pairs within Year groups and within their Key Stages to ensure they are supported by one another and are able to take their break.

Staff must adhere to the 2 metre social distancing rules in place and remind children of these where needed, for their and the children's safety. It does state in Government guidance that children might not be able to maintain 2 metre distancing. Staff must take care to make sure that children follow this with regards to themselves, with gentle reminders. There may be times when children go to staff upset and need to be comforted in an age appropriate way. Communal areas such as staff toilets and the staffroom must be used by a limited number of staff to ensure adequate social distancing.

Staff must also continue to adhere to the Government guidelines about social distancing outside of school, in order to protect themselves and other members of the school community.

### **Pupil Conduct and Wellbeing**

The school's usual behaviour codes for pupils are still relevant in the 'new normal' school scenario, however, there are additional rules and routines pupils must now be aware of and follow (see above).

Pupil well-being is paramount during their time in school. Children may be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. All children will be in small groups and have appropriate adults to safeguard them during their time in school. Part of the children's curriculum will be PD&MU to discuss their worries and concerns.

### **Parent Conduct and Wellbeing**

Parents have been regularly updated throughout any period of school closure. Teachers regularly update the website/App/Seesaw/Google Classroom to support parents in home schooling. Staff and parental feedback has also led to certain changes in the remote home learning as an ongoing

process. Parents have received regular correspondence from the Principal informing them of the latest Government advice/guidance and the school's planning.

Parents of pupils who have returned to school have received clear guidance on the expectation upon them. Parents will be given a specific drop off and collection time and be advised about social distancing. Parents are aware that they are NOT allowed into school at this time. Parents are able to communicate with staff via the school office, email and through Seesaw/Google Classroom.

### **Online Safe Behaviour in School**

The school's current Acceptable Use Policy and E-Safety Policy are still in place. Children are supervised using laptops/digital devices and only set work using teacher approved sites.

### **Online Safe Behaviour at Home – Blended/Remote Learning**

#### **Pupil's working from home (see also Guidelines for Children – Seesaw/Google Classroom).**

Resources about keeping children safe online have been shared with parents. The school staff set work through Seesaw and Google Classroom. Staff are not interacting with children in any 'live' lessons.

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Seesaw, Google Classroom or any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

### **Support: Reasonable Adjustments**

At certain stages in a pupil's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Behavioural, Emotional and Well-Being Needs (SBEW) and/or;
- Special Educational Needs and Disabilities (SEND)

School staff will be supported by the Special Educational Needs Coordinator (SENCO) to implement the school's Special Educational Needs Policy and be guided by existing/new Individual Education Plans/Education, Health and Care Plans.

### **Reasonable adjustments may include, but are not limited to:**

- preparing pupils for new routines, this could include a visit to the school/video/visuals/leaflet etc.
- identification of a key member of staff to act as point of contact who will provide support when needed
- additional support at break and lunch time
- adapted resources
- liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
- liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

## **Responding to ongoing concerns together with the pupil:**

- review, amend and implement support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school's Special Educational Needs Policy
- if appropriate, complete a Risk Assessment and develop a Risk Management Plan (RMP). This should be drafted in consultation with staff, pupil, parent/guardian and supporting agencies to identify and target support to address the presenting SBEW
- address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RMP.

## **Suspension and Expulsion**

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension or 'reduced day' may be considered to allow time for a Risk Assessment and the development of an appropriate RMP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal to agree the implementation of the RMP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

### **N.B. Suspension should therefore be considered only after:**

#### **2.1a period of indiscipline**

The school must maintain a written record of events and of the interventions of teachers, contacts with parent / guardian and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or

#### **2.2a serious incident of indiscipline**

The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and for his or her version of events to be given before any decision to suspend is made. Consideration should be given to the necessity of a parent / guardian being present at an interview particularly if the child is of primary school age.

Extract from Approved EA Scheme: <https://www.eani.org.uk/publications/school-document/2015-0513-approved-ea-scheme-for-the-suspension-and-expulsion-of>

NB. There is a statutory requirement for schools to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction.

<https://www.education-ni.gov.uk/publications/circular-201125-education-suspended-pupils>

### **Use of Physical Intervention – see also 'Reasonable Force /Safe Handling Policy'**

In the present COVID-19 circumstances while it is unlikely that staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from: a. committing an offence; b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. See also the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

<https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling>

Drumahoe Primary School staff will be guided by the above principles during COVID-19 circumstances and acting in line with the school's 'Reasonable Force/Safe Handling Policy' staff will:

- be aware of possible risk of infection if they physically intervene, contrasted with the risk of not intervening;
- act in accordance with Public Health and Government guidelines on COVID-19;
- focus on early intervention as a preventative measure alongside de-escalation strategies and reducing 'triggers' to manage risk;
- only use physical intervention as a **last resort**, ensuring that their actions are reasonable and proportionate and in the best interests of the pupil;
- continue to explore alternatives that maximise safety and minimise harm when risky behaviours occur;
- maintain accurate records of physical intervention according to the school's Reasonable Force/Safe Handling Policy;
- act to maintain the care, welfare, safety and security of all members of the school community.

### **New procedures and routines - monitoring arrangements**

Regularly review how effectively the new routines and procedures are being implemented and embedded, e.g. new entry and exit arrangements, RMPs are working effectively, one-way systems are being used, maintenance of social bubbles, toileting, dinner arrangements etc.

Invite regular feedback from staff and pupils (Kids' Forum - TBC) to inform practice and guide adjustments to procedures and routines and make improvements as appropriate.

### **Useful links**

#### **Trauma information:**

[https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168356931/ACEs\\_Report\\_A4\\_Feb\\_2019\\_Key\\_Messages.pdf](https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168356931/ACEs_Report_A4_Feb_2019_Key_Messages.pdf)

<https://beaconhouse.org.uk/resources/>

<https://www.safeguardingni.org/aces/publications-and-helpful-resources>

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Psychological%20wellbeing%20in%20the%20approach%20to%20a%20new%20school%20day%20%28DECP%20NI%29.pdf>

#### **Legislation/DE Guidance:**

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

#### **Pastoral Care in Schools: Promoting Positive Behaviour**

<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>

Towards a Model Policy in Schools on the Use of Reasonable Force

<https://www.education-ni.gov.uk/publications/towards-model-policy-schools-use-reasonable-force>

#### **Pupil Voice:**

<https://www.education-ni.gov.uk/publications/circular-201414-pupil-participation-0>

#### **Special Educational Needs and Disability Act (Northern Ireland) 2016:**

<http://www.legislation.gov.uk/nia/2016/8/contents>

**New SEN Framework: Details legislative duty to seek and have regard to the view of the child when making decisions about them.**

<https://www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion>

**‘Seeking the views of the child’ document, provided to SENCo at EA SEND Implementation Team training.**

**Well-being and Mental Health information:**

<https://youngminds.org.uk/>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/return-to-school-resources/>

<https://www.publichealth.hscni.net/publications/take-5-steps-wellbeing-english-and-11-translations>