



**The Eliot Bank and Gordonbrock
Schools Federation**



**COVID-19 Behaviour Policy Addendum for
Eliot Bank School**

Author:	Executive Head	Date:	8 th June 2020
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This addendum has been written to supplement our current behaviour policy in light of COVID-19.

1. Relationships

Strong relationships underpin everything we do and now, they are even more important than ever. During the phased return to school, it will be important for staff to re-establish their existing relationships and, in some cases, build new relationships with children.

Promoting positive behaviour or mind-sets and/or 'spotting children making a good choice' remains our first strategy in encouraging children to be respectful towards one another, to work co-operatively and to develop an understanding of the new routines and procedures.

To support this, Senior Leaders will continue to monitor 'bubble behaviour books,' on a weekly basis.

2. Behaviour Policy

We will continue to follow our staged approach when dealing with unacceptable behaviour as outlined in appendix 1 of the behavior policy.

However, we do need to remember that children will have had very different experiences during their time at home and whilst there is no excuse for any child to behave in an unsafe way, they are children and they will be excitable on their return to school. You need to treat this early period like the start of a new school year. This is why it is crucial that Bubble staff spend quality time introducing and explaining the new way in which school will now be working. Establishing a Code of Conduct with your bubble will be a good way to remind them of how to behave and why they need to behave in this way i.e. to keep themselves and each other safe. The time and effort that you give to establishing expectations and building relationships within your Bubble during those first hours will have a huge influence on the behaviour that follows.

Both staff and children will be familiar with the following stages, which will help to keep expectations high and provide consistency across the school. Any amendments to the stages are based on COVID-19 restrictions that prevent children from moving between bubbles.



Dealing With Unacceptable Behaviour

Stage 1

- A verbal warning (classroom or playground).
- If the misbehaviour is serious or persistent then a verbal warning is not sufficient and the Stage Two sanctions are applied as appropriate.

Stage 2

- A period of 'time out' to reflect on their conduct. This must be in the bubble classroom and supervised by the bubble staff members.
- Loss of privileges (e.g. activity).
- Loss of part of playtime/ lunchtime. This could mean they will have to have timeout in the playground (to avoid to many children in school)
- Walk with adult in the playground.
 - Only with an adult from the bubble – following social distancing rules.
- Complete unfinished work in own time.

Stage 3

- A longer period of 'time out' to reflect on their conduct. Use behaviour book to record.
 - This must be in the bubble classroom.
- If continued misbehaviour, give a final verbal warning.
 - If the behaviour continues to fall below that of the school's expectation, after the final warning, seek support from SENDCo and/or Senior Leaders.
- Playground supervisors will speak to the class teacher or, if necessary, a member of SLT and complete a blue playground incident slip – these will be kept in the class.
- Playground supervisors must report the blue playground incident slip to the class teacher.
- Parent informed by class teacher of their behaviour (by phone).



Stage 4

If a child is in the behaviour book twice in one week then the child is seen by the Deputy Head and given a verbal warning to improve. Classroom teachers then monitor this improvement. If no improvement is seen during the following week, parents are phoned by the member of SLT.

The following might also follow:

- agreed, regular contact the parents/carers;
- loss of a number of playtimes or lunchtime (discuss with the class teacher)
- decide on any restorative action;
- regularly follow up with positive reinforcement;
- share information with relevant staff;
- write a letter of apology to be shown to the relevant people;
- stay with a named adult in the playground; and
- child can be separated in the playgrounds or given a time slots/time out by the wall/fence.
 - Children will not be able to have time out in the DH office or main office area.

Serious and/or deliberate breaches of social distancing could supersede the above stages; if this is the case, immediate contact will be made with the parent, either by the Bubble teacher or SLT.

Incidents between children - whenever a child makes an accusation about another child, or if more than one child is involved in an incident, time is always given to listen to both points of view. The opportunity is given to children who have misbehaved to make amends through a verbal or written apology.



3. List Of Unacceptable Behaviours – Specific To Covid 19

Please note this list is not exhaustive; it is important to investigate incidents fully before using your professional judgement to decide which sanction, if any, is necessary.

- Children taunting others verbally about Covid-19.
- Child/ren deliberately trying to cause distress to others by saying things such as, 'I have the Coronavirus' or 'Mum/Dad etc has the Coronavirus,' or 'you have the coronavirus,' etc.
- Children deliberately trying to cause distress to others by disregarding social distancing rules, within their own bubble or by entering into another bubble.
- Children coughing or spitting at or towards another person.
- Children refusing to adhere to the school's expectation regarding safe movement around the building.
- Children refusing to stay within the designated zones at playtime or lunchtime.
- Children congregating in the toilet areas.
- *Children refusing to adhere to the school's expectation of hygiene protocols.*