



Broomhaugh C of E First School Behaviour Policy and Social Distancing Addendum

UPDATED JUNE 2020 to take into account groupings and social distancing in response to COVID 19 Procedures.

In accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance **does not** advise that social distancing is essential at all times in primary schools, but it is one of a range of measures we are taking, where appropriate, to keep children safe.

With regards to Early Years, 'Planning Guide for Early Years and Childcare Settings' (24/5/20) states:

While it is not expected that children and staff within a group will keep 2 metres apart, it is important for settings to consider how they can reduce contact between groups of children and staff as far as possible, for example by ensuring children and staff mix in a small consistent group and that small group stays away from other groups.

Settings should ensure:

- physical distancing between groups of children and staff as far as possible
- that individual groups use the same area of a setting throughout the day as much as possible
- that the sharing of toys and resources is reduced
- that any toys or resources that are shared can be easily cleaned between different groups' use

(See whole school RA / area specific RA / Individual SEND RA)

In line with this approach, we expect children as well as adults to follow these expectations which we have incorporated within our 'school rules' and 'calm school code' as explained in this policy.

We recognise that this could be challenging in some situations, particularly for younger children, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for.

Similarly, there may be exceptional situations with children where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves or others). In these situations, as stated in our whole school RA, staff will take all possible precautions, whilst ensuring that these children remain safe and are well cared for.

In all other circumstances, the expectation for appropriate social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that children can learn and thrive in a positive, orderly and safe environment.

This policy should be applied proportionately for younger children to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older children, there may be situations where they are deliberately breaching expectations for safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Children will be reminded of the expectation regularly and expected to amend their behaviour.

However, if there are instances where children deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy. We will endeavour to work with our families to find a safe solution for all involved, however, if the behaviour is unmanageable then we will no longer be able to offer that child a place in school whilst social distancing measures need to be in place.

The following additions to the behaviour policy are now in place:

Action	Consequence
Deliberately breaching social distancing.	<ul style="list-style-type: none"> • Verbal warning and reminder of the importance of social distancing. • Reminder of Calm School Code • Parents/Carers informed by class teacher
Repeatedly deliberately breaching social distancing (despite instruction otherwise)	<ul style="list-style-type: none"> • Child to be taken to SLT by an adult. • Contact with parent/carer to make them aware. • SLT to decide if individual risk assessment to be carried out - if yes, parents/carers informed.
Breaching social distancing with intent to threaten or intimidate other children (e.g., pushing a child and saying 'you've got coronavirus', fighting, pushing/taking equipment etc).	<ul style="list-style-type: none"> • Child moved to an area away from other children – time out. If this is not possible, the rest of the group will be asked to go to a safe area outdoors. • Individual risk assessment to be carried out (or existing one reviewed) with the parent/carer. • Depending on the outcome, it may be safer for the child to be educated at home. This will be at the headteacher's discretion.
Serious breach of social distancing (e.g. spitting or deliberately visiting other bubbles with intent to harm)	<ul style="list-style-type: none"> • Child will be immediately removed and taken to headteacher. • Parents/carers to be informed. • Child to be educated from home with immediate effect.

Physical intervention and restraint (including SEND children)

This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. We will use physical intervention and positive handling **only as a last resort**.

Focused work will be carried out where appropriate to help children who regularly need positive touch to understand how they will be supported differently from the ways they may have become used to. Staff working with these children will also be expected to consistently apply these strategies.

Nevertheless, there may still be instances where positive handling is required in the interests of safety and children. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this and other relevant policies such as the main behaviour policy.

Whilst decisions to use physical intervention may need to be made quickly, they should always take into account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because children are at risk of harm (to themselves or others).
- PPE will be available in school and offered to all staff; where possible, staff will be advised to wear PPE if extensive positive handling is required.
- PPE is available to all staff in school. However, the school notes that in an emergency, sudden need for physical intervention and the possibility that there will not be time to wear PPE – the safeguarding of children must always come first and staff will act immediately if necessary.

Other recommendations and addendums to behaviour routines in school:

Amendment	Action
Class Rules and Calm School Code Reiterated to help children remember important expectations.	Rather than teaching the expectation for social distancing as a separate issue, it is now one of the 'class rules' so that it sits as part of the daily life of the school Use of songs, cartoons and videos as reminders help to embed this for young children
Playground Games – some games that children routinely play are no longer be appropriate due to social distancing (eg, Tag)	Make this a positive initiative. Pro-actively teach children new games that encourage social distancing. Some ideas: https://www.asphaltgreen.org/blog/rep-it-outgamesfor-social-distancing
Reward systems – teachers to consider whether their usual reward systems (eg, sticker charts) could be problematic due to social distancing	Make amendments as needed. Consider alternatives. E.g. marbles in a jar rather than a sticker chart requiring children to approach adults.
Sanctions / Time Out – Children cannot be sent to a partner classroom/another space due to restrictions on crossing bubbles	The first Time Out should take place within the classroom. Teachers will need to ensure that an appropriate space is known to the children. If a child needs to be removed from class due to persistent disruptive behaviour then a TA should go to the SLT. The SLT will then come to remove the child.