



Grange Park
Primary School

Grange Park Behaviour Guidelines Coronavirus Appendix

Introduction

At Grange Park Primary School, we are committed to helping children become successful learners who thrive in our secure, safe and productive environment. Whilst expectations in our Behaviour Policy remain pertinent in the light of the Covid-19 pandemic, it is necessary to make some adjustments and additions for the safety of all children. These are to be used in conjunction with, and read alongside, the Behaviour Policy, Online Safety Guidelines and, Online Safety 'What Do We Do If' document, and also our Safeguarding and Child Protection policy. Additions are set out below.

Altered routines for arrival, departure and moving around the school

Upon entering the school building, all children, including those arriving unaccompanied, must go straight to their allocated bubble, whilst socially distancing themselves, observing one-way systems on paths indicated by cones.

When moving around the school, children should walk on the left and socially distance as much as possible, using routes allocated. When children are queuing, they also need to socially distance. This includes stopping to wait for someone to pass.

At the end of the school day, all children must leave via the allocated collection point, continuing to socially distance. If any children are required to wait in a shared space for collection by a parent at the end of the day, such as in the Round Hall, they must socially distance themselves from others while they wait.

Hygiene guidance and instructions,

All children should use the hand sanitiser gel as they enter the building. Once inside, children should then wash their hands at the classroom sink. Children need to make regular use throughout the day of soap, hand sanitiser gel and tissues provided. Children must employ the 'catch it, bin it, kill it' approach with reference to personal hygiene and should dispose of tissues straight into the bins provided, after blowing their nose. Children also need to ensure that they wash their hands thoroughly with soap, (including fronts, backs, palms/fingertips, thumbs and wrists) and dry with a paper towel, disposed of straight into the bin.

If a child needs to sneeze or cough, they must do it into the crack of their elbow rather than into their hand. Children also need to remember the importance of avoiding touching their mouth, nose or eyes with their hands. If they do this, they will need to wash their hands.

Children should wash their hands thoroughly or use hand sanitizer (hand washing is preferable) at other particular parts of the day, including, but not limited to:

- before they leave their house in the mornings
- Upon arrival at school
- before/after break and lunchtime
- after using the toilet
- before/after any outdoor learning, PE or sports activities
- before and after eating their fruit snack
- before and after lunch
- At the end of the day, before they leave school.

Socialising with other children at school

Children will only mix with children in the same bubble. It will not be possible for different bubbles of children to play together at this time.

Experiencing symptoms of coronavirus

Children will be taught about the effects of the coronavirus and possible symptoms in an age-appropriate way. If they experience any of these symptoms, they should inform a member of staff straight away. Children should also let an adult know if they are feeling unwell in any other way, of course.

Sharing equipment or other items

Children will use their allocated equipment, which will be basic items - such as pencils, rulers and whiteboard pens - which they must not share. These items should remain in school at all times. Children will have their own water bottles and must not share these. Children can share a limited amount of easily wipeable resources within their bubble.

Amended expectations regarding break and lunch times

Break times

Children must stay in their designated place to play during break times and should try and keep a distance between their friends and not make physical contact. They are to only play with the children in their own bubble.

Lunchtimes

Children should eat their lunch in the classroom and must sit in their allocated space to do this.

Use of toilets

Children must only use the toilet to which they have been allocated, via the route to which they have been directed. They must go on their own. A child from a bubble should only use the toilet if there is no-one else using them, otherwise they should wait, while socially distancing. Other than when using the toilet, children should use the classroom sink to wash their hands for the majority of the time, in order to avoid any queuing.

Children should inform staff if soap runs out. They should dry their hands with the paper towels provided in the toilets, then put them in the bin provided.

Online learning

At Grange Park, we are aware that our children are spending an increased amount of time online, due to the coronavirus and school now using Google Classroom to support children's learning at home. The use of technology and the internet provides many positive and educational opportunities for our children. Online safety is an increasingly important aspect of keeping children safe at Grange Park and children must adhere to the following rules:

When interacting and working online, children should:

- Be kind and respectful to each other and respectful and obedient to staff when using Google Classroom
- Remember at all times that that staff are not 'friends' with, or peers to, children.
- Not attempt to contact staff, or make comments about staff on other social media platforms.

- Be aware that any inappropriate comments to staff online, via Google Classrooms, or any other platform will be taken very seriously. This is also the case for any online bullying towards other children or peer-on-peer abuse that is disclosed to the school, which will be dealt with according to relevant policy and guidance.

Rewards and sanctions

- Grange Park behaviour policy and guidelines continue to be in use at this time, with some amendments. Our emphasis on praise and encouragement will remain as the foundation for supporting good behaviour. Children will be encouraged and rewarded for making safe, responsible choices, demonstrating school values and completing good work, both in school and at home in their virtual learning environment.
- We expect children to follow expectations and amended routines so that all of the school community can feel safe and secure, with physical and emotional wellbeing as priorities.

Rewards

- Some rewards are adapted in the light of government guidelines, such as or going to show another member of staff some good work; any reward will be applied within the bubble, or virtually.
- Marvellous Me continues to be used to reward children. Staff have access to all classes so that they can reward any child in their bubble with a positive comment home to share with parents. Parents without access to the Marvellous Me APP will receive a call or email home as before.

Sanctions

- Some sanctions are adapted, such as the use of giving children 'time out' in another space. Most sanctions will be applied within the bubble. If they cannot be, if the behaviour is deemed to be too severe or dangerous, then parents may have to be called. Then strategies, including those for re-integration, will be explored before the child can return, if appropriate.
- Certain behaviours now have more serious consequences, such as those for spitting, play fighting or pushing and so on. Each incident will be considered individually in regard to a suitable sanction. Any contravention of expectations by children will be taken very seriously.
- Exclusions can still be authorised by the head teacher, in line with the school behaviour policy, should an incident warrant it, such as deliberate non-following of hygiene and social distancing expectations.
- Physical approach may still be used if a child's behaviour puts anyone at risk and is, as always, only be used as a last resort, carried out by trained members of staff. Staff will wash face and hands thoroughly after any approach has been carried out and arrangements may be made for the child to go home.

SEND provision

Our school acknowledges that children have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of varied experiences, children, including those with SEND, may present with behaviour that is not usual, this may include:

- Anxiety

- lack of confidence
- Challenging behaviour
- fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

We will include personalisation for specific children with individual needs, that may make new requirements, for example, social distancing, difficult for them; we will identify any reasonable adjustments that need to be made for these particular children before they return to school. This may include a different start date and a transition and risk assessment. School recognises that behaviour could be a sign that for some children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School is working closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, we will seek external support from other agencies such as Educational Psychologists or Early Help services.