

This addendum to the Behaviour Policy of Clive CE Primary School is for use during the arrangements for education of our children in school during the Covid-19 partial school closures.

To be reviewed in line with Government Guidance.

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## Purpose

On Thursday 14<sup>th</sup> May, 2020, the Department for Education published updated guidance for preparing [for the wider opening of schools from 1 June](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles).

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This addendum of Clive CE Primary School's Behaviour Policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required ([Coronavirus \(COVID-19\): guidance and support](#))

## 1. Children's Code of Conduct

Children are expected to:

- Arrive to and depart from school premises at the agreed time. (Adults should maintain a two-metre distance to other families when dropping off or collecting their children from our school.)
- Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- Remain in their designated seating within the classroom during lesson time.
- Keep a safe distance from other children and refrain from physical contact with their peers.
- Maintain healthy practise when coughing or sneezing - The main principal is to **'Catch it, Bin it, Kill it'**: cover any cough or sneeze with a tissue, then throw the tissue in a **bin**. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other children and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other children.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

## 2. Sanctions for unsafe behaviour during the partial closure (including not following instructions for social distancing)

- Conversations with children may include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with the child's parent/carer.
- If the health and safety of other children and staff members are put at risk by a child not adhering to social distancing measures, then the parent/carer will be expected to collect the child and a fixed term exclusion will be applied in line

with Exclusion guidance '[exclusion from maintained schools, academies and pupil referral units in England](#) ***Informal*** or ***'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.***

### 3. Children with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg. 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 these varied experiences children 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

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual 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 will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

The Head teacher, school staff and Governing Body will have regard to the SEND Code of Practice and the Equality Act.

For further information, please contact the Inclusion team  
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