

**Riverview CofE VA Primary and Nursery School, Daycare & Ewell Family Centre**

**Every child matters, every moment counts**

**Riverview exists to love, challenge and inspire children within a Christian community**

**Love, respect, trust, forgiveness, hope**



**SURREY**

**Surrey County Council**

### **Behaviour Policy 2020 Covid-19 Addendum Guidance**

The principles as set out in Riverview C of E Primary and Nursery School, Daycare and Ewell Family Centre Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of Riverview C of E Primary and Nursery School, Daycare & Ewell Family Centre in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

**Further guidance is detailed in the '*Riverview Protective Measures Risk Assessment Document*'**

Pupils will be expected to:

- Follow the altered routines for arrival or departure
- Follow school instructions on hygiene, such as handwashing and sanitising
- Follow instructions on who pupils can socialise with at school
- Follow instructions for moving around the school including one-way systems, out of bounds areas and queuing for lunch.
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus
- Follow rules about sharing any equipment or other items including drinking bottles
- Follow amended expectations about breaks or play times, including where pupils may or may not play
- Only use toilets designated to their class or group

**All pupils will be supported in the following ways:**

- Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.



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- The new routines and expectations will be explained and repeated by the pupils' teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.

**The following systems for affirming our pupils' good behaviours will continue with the following adaptations:**

- Marbles in the jar will continue with the aim of filling the jar every day.
- Golden Time will continue as reward for good behaviour but will be carried out within established groups of children.
- Golden Rules will still be applied.
- Learning Characters will continue to be applied.
- Learning Certificates will be awarded whenever a child gets to the top of the Learning Chart. They do not need to be moved down at the end of every week as two days may not be enough time to reach the top of the chart.
- Golden tickets **will not** be used as this requires passing the tickets from person to person.

**For pupils who are not managing for any reason to follow our school expectations we will follow the process outlined in our behaviour policy with the following adaptations:**

- It will not be possible to send children to another class as a consequence. Instead the group work space can be used if needed.
- The DHT's room can be used by childcare if some time out is required or if children need a quiet place to go.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.



- Coughing or spitting at or towards any other person will result in an internal or fixed term exclusion based on the individual needs of the child.

**Support for pupils who have additional or special educational needs:**

- Pupils will have their individual support plan/proactive behaviour plan /risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

**Positive Touch and Physical Intervention**

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

Riverview C of E Primary and Nursery School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.

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