



Thrussington C of E Primary School

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Headteacher: Mrs Hannah Roddy

Covid 19 Behaviour Policy Addendum

At Thrussington C of E Primary school we want our school to be a place where we:

- Value and respect each other
- Care for others
- Are honest and can be trusted
- Are polite and considerate.

School will then be a place where we can:

- Learn to work together
- Enjoy achievements
- Find new friends
- Feel safe and share ideas and problems.

Our aims for good behaviour.

To work consistently and fairly in the positive management of behaviour

To help our children develop into caring, thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others

To encourage staff, children and parents to value good behaviour

To develop our children's self-discipline

To help our children to feel good about themselves and others

To create a positive and stimulating learning environment, having high expectations of children's work

To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Our Objectives.

We support positive behaviour and a positive environment through:

- a consistent approach by the whole school community
- constructive whole school planning for PSHE
- appreciating and following agreed codes of behaviour

- encouraging our children to see themselves as a member of the school team and recognize their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners
- practicing good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective

- an awareness of our appearance and demeanour and the messages it gives.

We have school wide general expectations that all children will

- do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

Alongside our current behaviour policy we have looked at things that will need to be considered with Covid 19 re-opening in mind.

New Routines

Due to the new government social distancing regulations, there are now various routines which the children need to learn and undertake to make our school a safe place to be in and to learn in. These include regular handwashing for 20 secs at a time, 'catch it, kill it, bin it' respiratory hygiene and keeping a social distance from others in the class wherever possible.

Our role as a school:

- teach our children the new routines and practice them until they are occurring regularly in the correct manner
- ensure children's safety by reinforcing adherence to the new routines at all times.
- Constant reminding and repetition to allow the children success in remembering the new routines.
- Signage around the school to help remind about hand and respiratory hygiene.
- Ensuring that positive reinforcement of correctly followed routines is regular and genuine.

The child's role:

- Listen and pay attention to the new routines being taught - as expected in all lessons.
- Practice the routines when appropriate and ask if they are unsure of the instructions given.
- Use the signs to help them remember the routines.
- Stay 2m away from their peers wherever possible.

The parent's role:

- Reinforce these new routines at home with their children

- Provide a safe space to discuss how they are feeling about the new routines and alert staff if there are any issues in understanding.

We envisage that although initially the children may take a while to remember the daily routines, with regular and consistent repetition this will become second nature to them.

What happens if a child does not follow the new safety routines?

If a child is struggling to understand the routines and therefore not completing them in a safe manner or is regularly forgetting the new routines, staff must ensure that they positively reinforce the correct routines in class – demonstrating where necessary until the correct routine is carried out. This will be particularly important in the lower years where the children are younger and will need more support in following new routines.

If there is **repeated, deliberate** non-compliance with the new routine, for example, deliberately being in someone's personal space when asked to move away, refusing to wash their hands or sneezing and not using the 'catch it, kill it, bin in it' approach, the child will be moved within the classroom to a table at the front of the room, separated from the rest of the bubble for the rest of the bubble's safety.

If this behaviour continues they will be removed to the corridor and will have a discussion with the Headteacher. At this point the Headteacher will decide the next course of action. Parents will be informed and if the school is unable to cater for the child in the class bubble then a temporary exclusion may occur.

If a child deliberately coughs or spits at another child this will go straight to the Headteacher and the child will be given a temporary exclusion. This behaviour will not be tolerated.