



**The Eliot Bank and Gordonbrock
Schools Federation**



**COVID-19 Behaviour Policy Addendum for
Gordonbrock School**

Author:	Executive Head	Date:	8 th June 2020
Approved by:	Governing Body	Date:	8 th June 2020
Date Shared With Staff:		8 th June 2020	



This addendum has been written to supplement our current behaviour policy in light of COVID-19.

1. Relationships

Strong relationships underpin everything we do and now, they are even more important than ever. During the phased return to school, it will be important for staff to re-establish their existing relationships and, in some cases, build new relationships with children.

Promoting positive behaviour or mind-sets and/or 'spotting children making a good choice' remains our first strategy in encouraging children to be respectful towards one another, to work co-operatively and to develop an understanding of the new routines and procedures.

To support this, Deputies will endeavour to closely monitor the 'electronic blue books' each evening for the foreseeable future. The electronic blue book can be found: **Curriculum Teachers shared area>Inclusion> Electronic Blue Books**

Every bubble will have an electronic blue book to record incidents in the same way as you would in the blue book.

Bubble classes will still receive a weekly behaviour certificate if they do not have any electronic blue book entries.



2. Behaviour Policy

We will continue to follow our staged approach when dealing with unacceptable behaviour as outlined in appendix 1 of the Behaviour Policy.

However, we do need to remember that children will have had very different experiences during their time at home and whilst there is no excuse for any child to behave in an unsafe way, they are children and they will be excitable on their return to school. We need to treat this early period like the start of a new school year. This is why it is crucial that Bubble staff spend quality time introducing and explaining the new way in which school will now be working. Establishing a Code of Conduct with your bubble will be a good way to remind them of how to behave and why they need to behave in this way i.e. to keep themselves and each other safe. The time and effort that you give to establishing expectations and building relationships within your Bubble during those first hours will have a huge influence on the behaviour that follows.

Both staff and children will be familiar with the following stages, which will help to keep expectations high and provide consistency across the school. Any amendments that have been made to the stages are based on COVID-19 restrictions that prevent children from moving between bubbles.

Dealing With Unacceptable Behaviour

Stage 1

- A verbal warning (classroom or playground).
- If the misbehaviour is serious or persistent then a verbal warning is not sufficient and the stage two sanctions are applied as appropriate.



Stage 2

- A period of 'time out' to reflect on their conduct.
- This must be in the bubble classroom.
- The child needs to sit at their allocated seat.
- The child must be given a timer/stop watch and a copy of the help station sign and reflection questions.
- Loss of privileges (e.g. activity).
- Loss of part of playtime/ lunchtime.
- Walk with adult in the sanctuary garden.
- Only with an adult from the bubble.
- Complete unfinished work in own time.

Stage 3

Ordinarily, following our behaviour policy, the second 'time out' would be in another classroom. That can no longer happen. **Instead, the second 'time out' will be in the library, adhering to the school's new systems and observing social distancing.**

- A longer period of 'time out' to reflect on their conduct. **This second 'time out' must be recorded in the electronic blue book.**
- The TA must accompany the child to the library and place them in an allocated 'free zone.'
- All SLT and the SENDCo are aware that this replaces 'time out' in another classroom and will be monitoring that area throughout the day.
 - If after the second 'time out,' the behaviour continues to fall below that of the school's expectation, seek support from SENDCo and/or SLT as you ordinarily would, following the school's behaviour policy.
- Playground supervisors will speak to the class teacher or, if necessary, a member of SLT and follow normal protocols.



Stage 4

If a child is in the electronic blue book twice in one week, then the child is seen by a Deputy Head and given a verbal warning to improve. Teachers then monitor this improvement. If no improvement is seen, parents are phoned by either the Bubble teacher or a Deputy Head.

The following might also apply:

- agreed, regular contact the parents/carers;
- loss of a number of playtimes or lunchtime;
 - As outline in stage 3.
- decide on any restorative action;
- regularly follow up with positive reinforcement;
- share information with relevant staff;
- write a letter of apology to be shown to the relevant people;
- stay with a named adult in the playground; and
- separation of offenders i.e. one goes out to playtime and the other to go out at lunchtime.
 - The offender that is not outside will stay in the library.

Serious and/or deliberate breaches of social distancing could supersede the above stages; if this is the case, immediate contact will be made with the parent, either by the Bubble teacher or SLT.

Incidents between children - whenever a child makes an accusation about another child, or if more than one child is involved in an incident, time is always given to listen to both points of view. The opportunity is given to children who have misbehaved to make amends through a verbal or written apology.



3. List Of Unacceptable Behaviours – Specific To Covid 19

Please note this list is not exhaustive; it is important to investigate incidents fully before using your professional judgement to decide which sanction, if any, is necessary.

- Children taunting others verbally about Covid-19.
- Child/ren deliberately trying to cause distress to others by saying things such as, 'I have the Coronavirus' or 'Mum/Dad etc has the Coronavirus,' or 'you have the coronavirus,' etc.
- Children deliberately trying to cause distress to others by disregarding social distancing rules, within their own bubble or by entering into another bubble.
- Children coughing or spitting at or towards another person.
- Children refusing to adhere to the school's expectation regarding safe movement around the building.
- Children refusing to stay within the designated zones at playtime or lunchtime.
- Children congregating in the toilet areas.
- Children refusing to adhere to the school's expectation of hygiene protocols.