



An Adventure in Learning

Address:
Greenmount
Primary School,
Lodge Lane,
Beeston, Leeds

Inspiring children to believe and achieve.

COVID -19 Addendum to our School Behaviour Policy

This addendum is to be used in conjunction with and alongside our full Behaviour Policy (where appropriate and in accordance with our Reopening Risk Assessment) The rationale behind its creation is to ensure that pupils and staff of Greenmount act in a manner that fully supports the necessary safety measures that have been put in place during the Covid -19 pandemic. Some behaviour concerns referred to in this addendum may previously have been deemed less serious. However, if an action now results in the potential compromising of a person's ability to socially distance and stay safe, it will now hold very serious consequences. The expectation of behaviour during this time will be shared with all staff, pupils and parents as will the concerns and consequences stated.

Expectations

Children will be expected to follow additional rules, in addition to the 'Greenmountaineers Code'. The rules will be shared with children on their return to school and the reasons why we have them in place. The additional rules are displayed on posters in the classroom. Rules for lunch time will be displayed in the hall.

Classroom rules posters have a visual alongside the written rule and they are as follows;

- Sit at our own table
- Put up our hand if we need help
- Listen to instructions from adults
- Wash our hands....lots!
- Socially Distance

We will continue with our positive behaviour approach during this time, children will be reminded of the rules regularly and they will be praised and rewarded for following them.

Consequences

If a child's behaviour is not in line with our Greenmountaineers code or our additional rules, then the amended sequence to follow is stated below-

Stage 1- Verbal Warning with a reminder of the behaviour we want to see.

Stage 2- Verbal Warning- yellow card. A clear message given to the child of what will happen if the behaviour continues.

Stage 3- Red Card- radio for a member of SLT to support. This may involve another verbal warning , or removal from the class bubble where further consequences may be applied (see below).

If a child reaches Stage 1 or 2 and rectifies their behaviour, then a fresh start is given at the beginning of the next session (after break or lunch). If a child reaches Stage 3 then they may spend some time away from their bubble with a member of SLT in an office space or The Den, where social distancing can continue to be applied. Behaviour will be logged on CPOMs and parents contacted if a child has had to be removed from their bubble.

If a child's behaviour is such that it is deemed deliberate and/or high risk, for example, repeatedly refusing to adhere to safety measures, such as hand washing, social distancing, remaining in their bubble or deliberate behaviours that put themselves or others at risk , such as spitting or deliberately coughing at people then they will immediately be on a Stage 3 consequence and parents/carers will be contacted to collect their child from school and a risk assessment undertaken to determine if and when their child can return. If it decided by the headteacher that the child can not return, then parents will be asked to continue home schooling.

Mental Health and Well-being

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on how they behave in school. Some children may present with frustration as a result of being isolated from friends or having missed a significant event or experience. 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.

The document, 'Supporting Children's Return to School' written by the Educational Psychology Team in Leeds which is based on current research, practice and strategies has been shared with class-based staff and discussed prior to children returning. There will be a strong focus on mental health and well-being as children transition back to school life. School will continue to access and refer pupils for therapy as appropriate in order to support specific needs. This could include Mindmate Spa, Jess Cluster support and psychotherapy from Core Therapeutics.

This policy addendum will be continually reviewed and monitored.

Alison Randall 10/6/2020