



If we believe it, we can achieve it.

Laycock Primary School

Behaviour & Social Distancing policy: C-19 Addendum

Reviewed By	Amy Laz	26.05.20
<u>Approved By</u>	Governing Body	27.05.20
Next Review		

Forward – Guidance in relation to COVID-19

Laycock School has included additional behaviour guidance within our behaviour policy to outline our approach to managing behaviour as children return to school during the COVID -19 disruption period.

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks that are far apart where possible
- limiting class sizes
- stopping any class mixing- children must stay in their class groups, despite absence or low numbers
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise (sectioned playground)
- visiting the toilet one after the other
- staggering break times
- putting guidelines on the floor in corridors (see direction tape and posters on stairwell doors)
- avoiding unnecessary staff gatherings
- change how and when we arrive and leave school at the beginning and end of the day
- stay in the classroom during school time or plan outside learning according to the playground zones
- movement breaks will be movement jobs in class
- assemblies will look different

Laycock Primary School will ensure that the mental health and wellbeing of children and staff are carefully considered during the planning and organising of social distancing and other safety measures. All school staff should be aware of the negative impact that adverse life experiences and traumatic events, such as the current circumstances, can have on the mental health of pupil, parents and colleagues. As an Islington 'Trauma Informed Practice School', we understand that children's emotional needs may have been affected by a lengthy period away from school and this may have an impact on their behaviour and ability to learn.

As children may have had a range of different experiences, staff will need to be prepared for changes in behaviour and spend time tuning into the children's feelings and experiences in order to help them better understand what they might be feeling. Staff will ensure that any concerns regarding a pupil's mental health and wellbeing are shared and logged on CPOMS so that effective support can be implemented in a timely way.

Staff must also attend to how they manage/regulate themselves in the moment and feel supported in maintaining their emotional wellbeing. Self-awareness and a willingness to seek and accept support is

crucial for this and models important skills for children. The school will employ a 'cascading model of containment' for the whole school community, whereby we support staff to address their emotional wellbeing and mental health so that they can support parents. Thereby, all adults are better able to help children understand their feelings and emotions.

For further details outlining the school approach to keeping children safe when returning to school: Please see Laycock School Website for further information. We will include:

- Latest information on school procedures such as start and end times to the day, location of collection and drop off points for different year groups, organisation of playtimes and lunchtimes and systems for moving around the school.
- Latest information from the Local Authority and Government related to new school opening measures and guidelines.
- A social story using words and pictures to explain social distancing and other new rules children will need to follow when attending school. Parents and staff at Laycock School can read this story to children so that the message is reinforced and consistent.
- Guidelines on how the school intend to support child, parent and staff mental health and wellbeing – including links to websites
- A copy of the amended school behaviour policy, which reflects social distancing rules in school
- A copy of the school rules, with additional statements to help children remember important expectations related to social distancing and staying healthy.

There may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for. We have PPE in school to help protect all parties from close contact including: face shield/ masks, gloves, aprons, sanitiser, etc.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. SLT are encouraged to remind children and staff. Pupils will be reminded of the expectation daily and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy. SLT on site will be able to deal with red reflections on a 1:1 basis.

Our School Vision for a Laycock Learner

The heart and soul of Laycock School is kindness and unity.

We are a friendly and welcoming school with a strong community spirit, which reflects our inclusive ethos and belief that every child can thrive and achieve their goals in life.

We aim to educate the next generation of independent thinkers through an engaging and creative curriculum, which embeds key skills in English, Mathematics, Science and PSHE through experiential enquiry-based learning.

Policy aims and expectations

Every member of the school community is responsible for maintaining our high expectations of positive behaviour, through modelling good relationships between children, parents/carers and staff. This policy is a framework, created to facilitate a climate of co-operation, fairness, and the recognition and acceptance of differences, so that we can all contribute to a cohesive 'Laycock Community'.

We are proud to be an inclusive school where we nurture and help children to grow as individuals. Therefore, within this consistent approach to behaviour, there is an element of flexibility to address the needs of specific children, including vulnerable pupils that may require a differentiated response at particular times. It is our philosophy that the behaviour policy is there to help all children learn and develop an understanding of what are acceptable behaviours in the school community. We also know these skills help children thrive academically.

Supporting all Students to Succeed

We recognise that some of the most challenging behaviour patterns that our children display are often a communication of the difficulties a child is experiencing. We also recognise that adversity and trauma is sadly common in the lives of children from all walks of life and can impact on what support children may need to learn to manage their feelings in the moment. In addition, significant life events or challenges, unmet physical, social, learning or emotional needs can lead to an inability to access learning and challenging behaviour. We aim to acknowledge and take into account these underlying factors when applying our behaviour policy responses and to differentiate our response accordingly.

Laycock Values

Our values; *Aspiration, Creative, Curious, Resilient, Respectful and Friendly* are at the core of everything we do. These values guide our children to develop a deeper understanding of the importance of positive behaviour, and how this impacts on the learning environment for everyone. We believe that our unique school community offers Laycock Learners a daily opportunity to 'practise the values' and apply them to all their life experiences.

Friendly – Team Spirit: *"I am proud to say, I treat all the different children around me with kind words and gentle actions, working and playing together with my peers."*

Respectful – Peacemaker Spirit: *“Everyday, I help to make Laycock School a safe and happy place, by **care for myself, others and property. Resolve conflict.**”*

Aspiration –Athletes Spirit: *“I found my inner strength and determination, to believe in my own learning goals, whilst **allowing others to focus.**”*

Creative – Artists Spirit: *“I love to try **new ideas** and different ways of learning with teachers and friends.”*

Curious – Explorer Spirit: *“I have a **thirst for knowledge** that will never be quenched.”*

Resilient – Warrior Spirit: *“When I find something challenging, I **keep trying and am happy to accept help.**”*

The Laycock Code and Values are displayed throughout the school and every classroom. All staff must consistently reference them when using our praise and sanctions systems.

Display Version

The Laycock Values now have additional expectations for children linked to social distancing and other measurements linked to Corona Virus. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

Laycock Code: Kindness & Unity

Laycock Values

Friendly – Team Spirit: *“**Kind words and gentle actions, working and playing together in a safe and healthy way.**”*

Respectful – Peacemaker Spirit: *“**Show care for myself, others and property. Resolve conflict.**”*

Aspiration –Athletes Spirit: *“**Be focussed and help others to learn and do their best.**”*

Creative – Artists Spirit: *“**I love trying new ideas and thinking of new ways of being with friends and teachers whilst keeping a social distance**”*

Curious – Explorer Spirit: *“**I have a thirst for knowledge and I want to know how to keep myself and others stay safe from the Corona Virus.**”*

Resilient – Warrior Spirit: *“**I keep trying when things are hard. I am happy to accept help and let an adult know if I am worried about the changes because of Corona Virus.**”*

Getting Back to Green / Restorative Behaviour System

The Laycock Values and Getting Back to Green system now have additional expectations for children linked to social distancing and other safety measures linked to Corona Virus. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

The school takes a restorative approach to resolving conflict and maintaining a safe environment through consistent use of the 'Let's Get Back to Green' behaviour system and the use of restorative conversations and scripts. Restorative practice supports children to reflect on the impact of their less helpful behaviour/mistakes, restore relationships and take steps to put things right. This approach acknowledges that children are learning and trying new ways to manage situations and that no one gets things right all the time. It is okay to make mistakes because we learn from them. To ensure consistency and fairness throughout the school, there are clear, agreed expectations and actions that reference the Laycock Code and Values.

To reinforce this ethos, all our staff members are trained to apply the following standardised and consistent steps as they apply the 'Back to Green' behaviour guidelines:

- Children cannot listen and think when they are in a state of high emotion or fight, flight or freeze. Staff will therefore help children to calm down before having restorative conversations
- Staff will stay calm and model calm responses
- Staff must use non-judgemental and age/developmental stage appropriate language with children, that seeks to improve situations and promotes problem-solving solutions towards positive outcomes.
- All staff should promote best practice and a consistent approach in a difficult situation with a child.
- Staff must consider whether the Back to Green behaviour ladder was used to its fullest effectiveness, using all the steps.
- Any discussions with a child should make reference to the Back to Green behaviour ladder, Laycock Values/ Code and restorative script in order to avoid making conversations personal. Children should be helped/scaffolded through the conversation.

iTIPS – Trauma Informed Practice in Schools

Laycock Primary School is an approved 'Islington Trauma Informed Practice School', and has undertaken the two-year training program, dedicated to understanding the link between trauma and behaviour. Trauma and/or adverse experiences are common in many young peoples' lives. Experiencing trauma can affect relating/connect with others, emotional regulation (understanding and managing feelings), behaviour, organisation and attention and readiness to learn

Islington Trauma Informed Practices in Schools (iTIPS) is a project that works in partnership with schools to develop and embed whole-school trauma approaches. Trauma informed ideas are incorporated in Laycock School's behaviour policy with the aim of helping overcome challenges any child and their family face in the school community and school learning environment.

To reinforce this approach, the SLT team are committed to supporting all our staff members to apply trauma informed practises by:

- Taking into account children's emotional needs and adapting management of behaviour for certain pupils, where necessary.
- Staff must use positive language when talking to *all* children that encourages co-regulation and the development of self-regulation skills and promotes a sense of safety, mutual respect and care.
- Showing a clear understanding of trauma and how it can impact on pupils' behaviour and consistently applying targeted interventions
- Raising staff awareness to ask deeper questions into the reasons for behavioural transgressions
- Recognising that some children may have overlapping needs, including SEND, in addition to trauma and adapt practise as a result
- Adopting a calm approach and supportive attitude when communicating with children and their parents/ guardians, other staff members and the wider school community
- Supporting children who are emotionally or behaviourally dysregulated is vital but demanding work. To support children most effectively, staff need to attend to how they manage/regulate themselves in the moment and feel supported in maintaining their emotional wellbeing. Self-awareness and a willingness to seek and accept support is crucial for this and models important skills for children.

COVID-19 and iTIPS

All school staff should be aware of the negative impact that adverse life experiences and traumatic events, such as the current circumstances, can have on the mental health of pupil, parents and colleagues. As an Islington 'Trauma Informed Practice School', our staff understands that children's emotional needs may have been affected by their recent experiences and this may have an impact on their behaviour and ability to learn. The SLT team are committed to supporting all our staff members to apply trauma informed practises that address issues related to COVID-19 by:

- Every child's experience during lockdown will be different. This means staff need to be prepared for many different reactions as children return to school and treat this in an understanding way. Staff must be alert to each child's emotional state. For some children, it will be a short phase, but staff must record behaviour that continues on CPOMS (child voice) and COVID – 19 concerns sheet, so that a child can be further supported.
- Staff should consider how they build new routines, involving children so a programme can be built together
- Introduce daily opportunities for children to share their emotions, thoughts and concerns, including opportunity for the teacher to check-in on their feelings (co-regulation). Discussing feelings might start with: 'I have noticed that you look like you are sad...' 'I wonder what's on your mind...'. If a child opens up about their feelings there may be a chance that an adult can get alongside the child and help them to manage that feeling e.g. 'What could you do when you feel like this?' 'What helps you feel better..'
- Teachers need to consider reducing demands and expectations on children when they first return to school. Have shorter learning sessions and more frequent breaks
- Plan in 'on the spot' movement and time to calm / mindfulness breaks throughout the day
- Staff should be mindful of potential triggers (such environmental changes and sudden changes to routine) and consider what is behind an episode of challenging behaviour
- Where children are facing many changes in school it is important for teachers to be able to answer 'why' something has changed but to also share and celebrate what is still the same, as well as acknowledging the things may change again in the future

Early Years

The Behaviour Policy includes additional expectations linked to social distancing and other government safety measures linked to Corona Virus. This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses.

We seek consistency across the school when we manage children's behaviour, however children's age and understanding must be taken into consideration. The ability to control emotional and physical impulses (self-regulation) should be developed in the early years to help ensure children embrace learning and grow into self-regulating adults. Nursery and Reception teachers must take into account that children arrive at very different stages of behavioural and emotional regulation. Early Years staff will use the principles of the "Let's Get Back to Green/ Sunny" system and adapt it to suit the needs of the pupils.

PHSE and Pastoral Support

Laycock Code and Values are reinforced through a number of pastoral and PHSE initiatives. We will prioritise PSHE throughout our curriculum for children attending school and ensure there is time and space for children, families and staff to share anxieties. We aim to use our on-site CAHMS counsellor for any 'emergencies' or concerns and facilitate socially distant sessions in an isolated room.

Bullying

Bullying of any kind is unacceptable and will not be tolerated at Laycock School. At our school, the safety, welfare and well-being of all pupils, staff and members of the school community is a key priority. We recognise that bullying can be physical, verbal or emotional in nature. Bullying i.e. any behaviour that causes psychological or physical harm, in any form or to any degree is treated as a serious incident and dealt with according to our procedures.

We expect all adults in the School Community to be role models to children by demonstrating positive behaviour at all times. Please see our Anti-bullying, Equality and Code of Conduct policy.

Routines and Rituals

The most effective behaviour management 'gets ahead' of challenging behaviour by the use of supportive, emotionally regulated adults, clear routines and expectations, delivered consistently amongst staff members. It is the responsibility of all staff to balance boundaries and nurture through predictable clear routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Transitions

The organisation of start and end times to the school day and movement around the school will alter to account for social distancing and other government safety measures linked to Corona Virus. Please refer to the letter we sent to you for current information on school procedures. These may change on a weekly basis.

Predictable processes/ routines foster emotional and physical safety and help pupils be ready to learn, therefore:-

- It is imperative that children walk quietly in single file following the red directional arrow around the school
- An adult must ensure they have walked children all the way to the playground. These stipulations are necessary firstly to ensure the safety of children throughout these transition periods; they are also a means through which children can be taught how to behave cooperatively within the school community
- It is particularly crucial to have a calm and controlled entrance into the building after playtimes and lunchtimes as this helps children to regulate and prepare themselves for focused learning.
- Teachers will be down in the playground to greet their class at the time specified on the letter for each year group's staggered start and end of the day. It is important teachers individually greet every child with a smile, action or verbal acknowledgement to set a tone of emotional safety from the start.

In Class

The shared task for teachers and pupils is to create an engaging, safe and stimulating learning environment. To facilitate shared expectations as to what contributes to this a clear classroom agreement or set of class rules is worked on between teacher and pupils and is displayed alongside the Laycock Code and Values.

- Children will be supported to follow social distancing rules and guidelines set for toilet breaks, hand washing and use of classroom equipment/ materials.
- In these difficult times, all members of staff have an important role as 'caregivers' in order to create a sense of 'felt safety' for all children. Social distancing may create feelings of anxiety, isolation, confusion and fear for family members. Each classroom must have a 'calm space' to support the development of pupils' regulation skills and children should be aware of ways they can privately communicate their positive or negative feelings and worries to staff.
- Children are expected to conduct themselves in a way that makes learning conducive for all.
- Similarly, teachers need to create a learning environment that is fun and engaging, where the curriculum is relevant to the class and accessible for all. It is also our policy to encourage all staff to be innovative and creative all the time in their approach to lessons, so as to ensure maximum pupil engagement and minimise off-task behaviour.
- Every morning, teachers should talk through the day, outlining any changes and display a daily visual timetable at the front of the class. At the start of the day staff should also mention what has changed and stayed the same in light of Corona Virus measures at school and invite children to share their feeling about this.

Whole School Rewards Systems

All adults in our school community should have the highest expectation of the children in their care and must seek to foster an attitude of personal responsibility. Staff must be explicit in helping children learn the skills and tools of behavioural and emotion regulation and like all skills learning we recognise that this is likely to require some differentiation as not all pupils will come to us at the same stage in this learning process. Positive praise for a specific action is a powerful tool, adults can employ to support children to improve behaviour. Children are noticed, praised and valued for their efforts. It reinforces to all children that attention and reward is given for making the right choices.

The following can be given as a positive reinforcement and reward:

- House points
- Class Dojo points
- Green behaviour
- Positive timeout (where necessary)

Sanctions

‘Getting Back to Green’ Behaviour System

This policy is used by **all** staff throughout the school in all lessons, rooms and playtime and includes breakfast club, after school clubs and all off site trips and visits. A ‘Let’s Get Back to Green’ behaviour ladder is displayed in all rooms in the school. It is vital that all adults demonstrate that the ‘Getting Back to Green’ system is not there to punish a child, but to help them learn by creating opportunities for children to reflect on the consequences of their behaviour and provide tailored support where necessary to help them to regulate and make positive changes. See our main behaviour policy for more information.

Behaviour at Lunchtime and Playtime

Children are expected to follow the ‘Stay on Green’ system at playtimes and lunchtime.

Green Behaviour Rewards

- Learning Mentors and PE coaches will manage the playground zones, two bubbles (from Y1&Y6) and be responsible for their area, including setting it up, cleaning etc.
- Learning Mentors must use positive language when talking to *all* children that encourages self-regulation and promotes a sense of safety, mutual respect and care.
- House points will be given out for good behaviour from their Play Ground leader.

Recording Playground Behaviour

- Playground behaviour incidents are recorded on the Playground Incident Form and filed in the “Behaviour Incident File” stored in the Inclusion manager’s office.
- The Play Ground leader is responsible for reporting any concerns that may need addressing immediately. This includes completing an incident log of any bullying, racist/ sexist/ homophobic/ trans-phobic/bi-phobic, anti-SEND comments/ actions that occur during lunchtime play. Only one adult to handle the clip board recording behaviour incidents.

Procedures

Positive Handling - Team Teach Approach:

“This is a particularly challenging aspect of our policy at this time whilst we follow Local Authority and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies. Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In this instance, this will be carried out in accordance with the guidelines within our Behaviour policy.”

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

Positive handling will only be used where absolutely necessary due to social distancing rules. Any need for this and the behaviour policy will be reviewed with the parent/ carer to determine the child's safety in school.

Monitoring and Reviewing the Policy

All staff must report and record incidents on CPOMS or incident sheets. This will ensure that the inclusion team can identify patterns, review/ adapt interventions and put in place appropriate support in a timely way. This information will also be used to inform whole school development.

THIS POLICY HAS BEEN ADAPTED FOR C-19 REASONS. IT IS TO WORK HAND IN HAND WITH OUR USUAL BEHAVIOUR POLICY AND TO BE NOTED THAT IT STILL REMAINS OUR MAIN BEHAVIOUR POLICY AT LAYCOCK PRIMARY SCHOOL.