



Muswell Hill Primary School

Behaviour Policy 2020 -2021 Covid-19 Addendum

Approved by the Governing Body: February 2021

Review: as circumstances change

Muswell Hill Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child.

We believe that all children should grow up aware of these rights and respect these rights for themselves and for others. Being a Rights Respecting School underpins policies throughout the school. As policies are reviewed within the cycle, they are adapted to demonstrate this. Reviews started in the academic year of 2019/20. The school received the Bronze Award in July 2020 and is currently working towards the Silver Award.

Vision & values

At Muswell Hill Primary we have worked hard to create a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work in partnership with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging yet supportive setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum.

5 Golden Values

Respect (for themselves and each other)

Integrity (acting with at all times)

Sense of **Resilience**

Curiosity (discovering the world around them)

Creativity (exploring their learning journey)

The following articles underpin our vision & values:

Article 28: The Right to an Education

Article 12: Respect for children's views

Article 29: Goals of Education

Article 13 and 14: Freedom of Expression/Thought

Article 42: Knowledge of Rights

Article 27: Standard of living for Physical, Emotional and Mental Health needs

Commitment to our pupils

At Muswell Hill Primary School, the staff and governors are working every day so that by the time you leave us:

- 1.You will love learning new things, feel ready for the future and want to keep on learning.
- 2.You will understand how you learn best, learn from your mistakes and how to persevere.
- 3.You will know what it feels like to be motivated to be good at something, and to have achieved your very best.
- 4.You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.
- 5.You will have grown as healthy and strong as you can, and you will know how to look after your body and your mind.
- 6.You will know friendship and will have learned how to get along with other people.
- 7.You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.
- 8.You will feel part of your community, proud of your school, and inspired to make a difference.
- 9.You will leave Muswell Hill with lots of good memories and be the best version of yourself.

Aims/Mission: ***Everyone belongs here, everyone has a voice, and everyone is heard***

At Muswell Hill Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, considering the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, and E-Safety Policy. Pupils and staff should always feel safe within the school community and the wider life of the community. Covid-safe behaviours should always be followed.

The new routines and expectations for control will be taught explicitly to all pupils by school staff and the teaching of behaviour will be clearly planned. The effective teaching of behavioural norms will build a safe and calm culture in which pupils will feel secure.

Children should:

Respect the revised day to day expectations of the class pods and bubbles and wider school (Appendix A Safety behaviours poster to be displayed and discussed in each class)

- Adhere to the revised rules and expectations for entering and exiting the school site.
- Stay in their own rooms unless directed otherwise.
- Only interact with others in their own bubble throughout the school day.
- Only use their designated entrance and exits to the school building.
- Stay at their own desks unless directed otherwise.
- Obey social distancing rules, in and out of the class bubble.
- Follow hygiene rules, including washing hands when asked to throughout the day.

Follow expected Self-Care and Health needs

- Inform an adult if they feel they have any Covid-19 symptoms.
- Use tissues when sneezing or coughing and dispose of in lidded bins.
- Only go to the toilet areas one at a time and thoroughly (at least 20 seconds) wash their hands after use.
- Only use their own resource packs, not interfering or touching any other resources or equipment (School will provide).
- All items used in the class bubble should be cleaned and sanitised after use e.g. Lunchtimes and end of school day.
- Only use their own water bottles and eat/drink their own food. No sharing is allowed.
- Do not bring any additional items into school other than lunch boxes, water bottles, reading book (Y3 to 6).

Voice Control

- Avoid raised voices, shouting, or singing.
- Adults use Give Me 5 hand raised, clap if you can hear me or clapping strategy to gain attention.
- Avoid playing music in the classroom and if so, it needs to be calm and low. Turn the music off before addressing the class to avoid raised voices.
- **Singing and drama ideally outdoor with children facing back to back.**
- **Drama and PE need to remain calm without any high energy responses from the children – where possible remain outdoors.**

Please see Appendix B for more details on the above

Rewards

All staff should welcome opportunities to praise individuals for good work, attitude, or good behaviour, and show recognition, using a variety of ways to do this. Children may receive certificates, stickers, merits etc. Above all positive praise and encouragement should always be used. Year groups may continue to use the class dojo reward system. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will **not be permitted**. SLT allocated to each phase can be notified of rewards/good work/behaviour of individual children.

Behaviour in school

Our main aim is that all children and staff feel safe and secure in our current school environment. For 'other behaviours' please follow the school guidelines by using restorative conversations, reflection sheets and use of the Regulation Station in each bubble. If a class teacher needs the support of an SLT member please use the walkie talkie to call for assistance and do not send the child to any other part of the school.

Phase	Incident	Who?	Where?	Sanction
Year 5 and 6	Refusing to adhere to the safety measures Consistently not adhering to safety measures Other behaviours (follow behaviour policy)	Hadley Elena Muriel and Joseph SLT member: Elena	Classrooms and outdoors playtime /lunchtime	<ul style="list-style-type: none"> • Talk to child/listen • Verbal warning • Use of regulation station • Time out (in classroom) • Reflection sheets • Record on Behaviour Incident form • Contact SLT member • Contact parent
Year 3 and 4	Refusing to adhere to the safety measures Consistently not adhering to safety measures Other behaviours (follow behaviour policy)	Sophie, Ritu, Kath, Lara, Hadley Rebecca SLT member: Liz	Classrooms Outdoor allocated area	<ul style="list-style-type: none"> • Talk to child/listen • Verbal warning • Use of regulation station • Time out (outside of classroom) • Reflection sheets • Record on Behaviour Incident form • Contact SLT member • Contact parent
Year 1 and 2	Refusing to adhere to the safety measures Other behaviours (follow behaviour policy)	Roisin, Toby, Nathan, Jeni SLT Member: Suzy	Classrooms Outdoor allocated area	<ul style="list-style-type: none"> • Talk to child/listen • Remind children of good safety behaviour • Show pictures/posters of rules • Regulation Station • Time out in class • Reflection sheets • Record on Behaviour Incident form • Contact SLT member • Contact parent
Reception	Refusing to adhere to the safety measures Other behaviours (follow behaviour policy)	Grace/Roisin EYFS Lead member: Lucy SLT Suzy	Classrooms KS1 hall Outdoor areas	<ul style="list-style-type: none"> • Talk to child • Remind chn of good safety behaviour • Show pictures/posters of rules • Regulation Station • Time out in class • Reflection sheets • Record on Behaviour Incident form • Contact SLT member • Contact parent

Social, Emotional and Mental Health

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour upon return to school. Some may present with frustration because 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.

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**

Staff should:

- **Encourage the child to talk about how they are feeling**
- **Assure them it is ok to have those feelings**
- **Use the methods outlined in the regulation station to help child calm down, understand their feelings and regulate them**
- **Call SLT for assistance using walkie talkie**

We recognise 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. In addition, we will continue our mentoring programme for disadvantaged and vulnerable pupils.

Pupils with Special Educational Needs

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.

Children with SEN are recognised as being particularly vulnerable. We will continue to work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

Remote Learning Behaviour Expectations

The following guidelines for pupil conduct when remote learning (at home or at school) should be followed.

Pupils should

- treat remote learning in the same way as normal classroom learning where they can
- if interacting with other pupils or staff online, students should always be kind and respectful to each other and be respectful and obedient to staff, remembering always that that staff are not 'friends' with, or peers to, pupils
- pupils should never attempt to contact staff via social media or make comments about staff on social media platforms
- any inappropriate comments to staff online, via Seesaw, or any other platform will be taken very seriously, and sanctions applied
- any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time will be taken very seriously and sanctions applied
- use appropriate classroom language
- take regular screen breaks

- only communicate through approved school portals and platforms (seesaw, school email and zoom)
- do not use school platforms to discuss personal matters or make private comments in the chatroom
- follow the teachers' guidance on audio and video use when on zoom sessions. If rules are not followed it may result in you having to leave the session
- be made aware that the lesson is being recorded
- report any inappropriate use to their teacher or a trusted adult
- do not share passwords or other sensitive information online
- look after their mental health and wellbeing and ask for help from their teacher or other trusted adult if they need it.

Additionally, normal school policies and expectations apply.

The School expects all staff and pupils to show kindness, and respect to other members of the community always.

Covid Safe behaviours: (on Children's desks KS2)

<p>We are Ready to Learn We demonstrate we are Ready to Learn by:</p>	<ul style="list-style-type: none"> • Following social distancing rules when lining up to enter a lesson • Sitting in my agreed seat within the seating plan and not moving from it without permission • Arriving in our allocated rooms at the allocated times every day that we are in school • Being fully equipped for every lesson, understanding that we now cannot share school equipment
<p>We think of others We follow the Covid-Safety behaviours by:</p>	<ul style="list-style-type: none"> • Washing or sanitising hands upon arrival on the school site and at every break time • Always telling a member of staff immediately if we think someone is at risk of unsafe Covid-behaviours, including ourselves
<p>We show we are Concerned for Society and can be Collaborative by:</p>	<ul style="list-style-type: none"> • Following the Catch It, Bin It, Kill it protocol if I sneeze • Walking to school • Following the lining up rules and socially distancing at all times
<p>We Work Hard Demonstrated by:</p>	<ul style="list-style-type: none"> • Completing all allocated work in school and homework set by my teachers, and responding to instructions and feedback that is provided • Organising my time at home to complete the homework that is set • Following all activities set in remote learning and trying my best

Safety Behaviours

- Please only enter and exit through your allocated areas.
- Line up outside your classroom until your teacher asks you to come in.
- Year 4 line up on your lines.
- Follow social distancing rules when lining up.
- Wash or sanitise your hands upon arrival in school, after every break and before and after lunch.
- One person allowed in the toilets at any one time.
- Use the toilet allocated to your year group.
- Follow the 'Catch it, bin it, kill it' protocol if you sneeze.
- Do not move around the classroom unless asked to do so by the adults in your class.
- Adults will not raise their voices but will clap for attention.
- Discuss with your trusted adults any worries or concerns you may have.
- Do not physically contact other children or members of staff.
- Remember to keep your distance.
- Only use your own items in your pencil case. You may share classroom equipment.
- Let an adult know if you are feeling unwell.



Appendix B

Routines for wider reopening of Muswell Hill Primary School

Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance at the agreed time. Teachers will direct children to go straight to their designated pod, keeping a 2m distance from any other individual as outlined on the maps sent to parents/carers. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their pod classroom to go outside for break or outdoor learning, they stay 2m from peers and adults. Children will follow an adult from their pod on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the **CATCH IT, BIN IT, KILL IT**, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose, or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used

Social Distancing

Children who are old enough will always be expected to socially distance from their peers and adults in school and on the playground. Pupils in EYFS, Y1 and Y6 will have their own table with chairs spaced 2m apart. When children enter their pod, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used. We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.