



Abbey Catholic Primary

# **Care and Behaviour Policy- COVID 19**

Approved by Governors: May 2020

To be Reviewed: September 2022

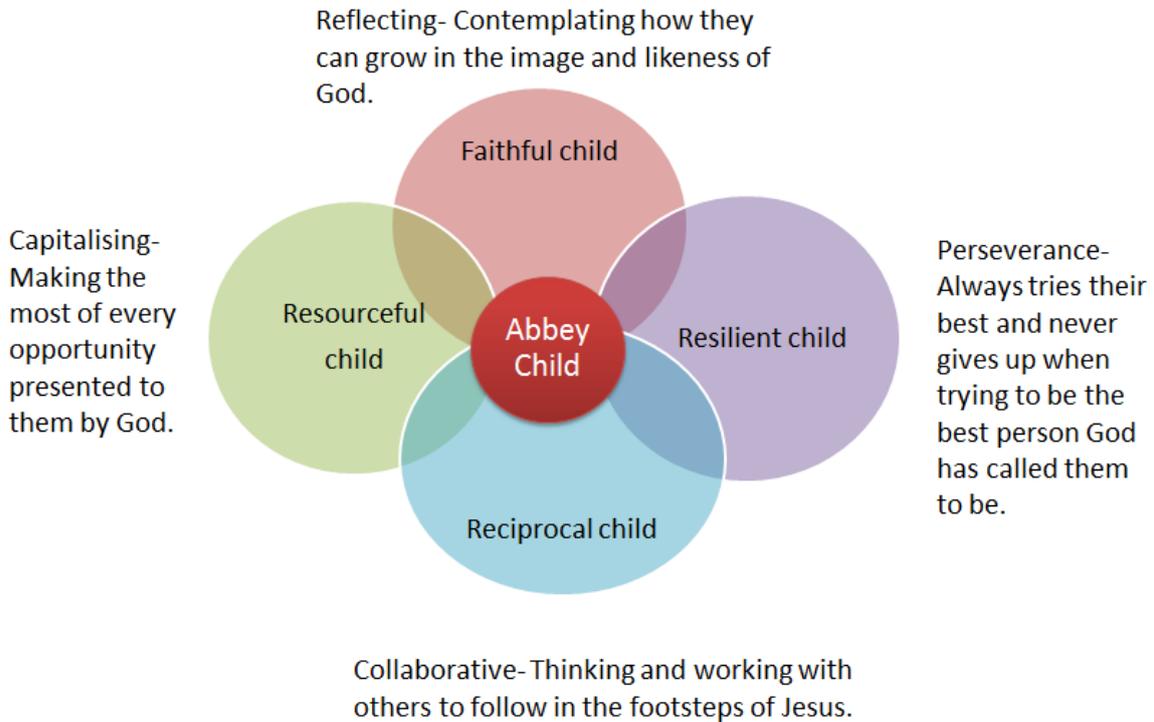
1. **Statement of Intent:**

We strive for all behaviours to follow the example of Christ.

This policy has been written for the staff, pupils, governors and parents of The Abbey Catholic Primary School and any other stakeholders who contribute to the Behaviour Policy. It is expected that staff and children will adhere to the expectations set out, in order that the Behaviour for Learning criteria is met as well as the safety of all school members maximised.

2. **School Vision**

***"We are all created in the image and likeness of God"***



**As a faithful child I will:**

- \* always be hopeful and faith-filled.
- \* show love and compassion to others.
- \* ensure my actions are both active and curious.
- \* always be generous and grateful.
- \* endeavor to be eloquent and truthful.
- \* ensure my behaviours are both attentive and discerning.
- \* allow my thoughts to be both learned and wise.
- \* reflect on what it is like to be prophetic and intentional.

**As a resilient child I will...**

- \* always try my hardest and persevere in all aspects of life.
- \* identify what the right choices are to make.
- \* manage distractions that will stop me achieving my best.

**As a reciprocal child I will...**

- \* collaborate with others to follow in the footsteps of Jesus.
- \* listen to others, show empathy and have respect for others even if you don't agree with their opinion.
- \* try and have a positive impact on other people's lives (interdependence).
- \* show respect and be polite when communicating with others online.

**As a resourceful child I will...**

- \* make links between my behaviour and the behaviours of Christ.
- \* challenge myself to maximise my potential.
- \* capitalise on all the opportunities presented to me by God.

The School vision has been shared with all staff, parents and children during the transition meetings.

### 3. **Rules and Routines**

In response to the COVID-19 pandemic, the school has put in appropriate rules and routines to reduce the risk of transmission within the school setting:

- Clear messaging to pupil on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, and floor markings. For young children, this is done through age-appropriate methods such as stories and games.
- Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice.
- Staff model social distancing consistently.
- The movement of pupils around school is minimised.
- Large gatherings are avoided and group sizes comply with DfE guidance.
- Break times and lunch times are structured to support social distancing and are closely supervised.
- Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.
- Messages to parents reinforce the importance of social distancing.

### 4. **Expectations**

#### **Expectations with regards to children:**

Children will be expected to:

- To consistently demonstrate Christ-centered learning behaviours throughout their school and home lives.
- To follow new guidelines given by staff and to ask if they are unsure why.
- To keep themselves safe online and to report any incidents to a trusted adult.
- Conduct themselves online in a way that is safe, not negative or intimidating towards peers, staff or the school.

#### **Expectations with regards to staff:**

Staff will be expected to:

- Give clear, precise and age appropriate messages to children regarding the importance and reasons for social distancing.
- Model social distancing consistently.
- Reinforce clear expectations of behaviour.

- Promote and reinforce positive social distancing behaviour throughout the school.
- Promote e-safety online.
- Demonstrate the professional conduct that reflects the high expectations which the school has.

**Expectations with regards to Parents/Guardians:**

Parents and guardians are expected to:

- Model social distancing consistently when dropping off and collecting children from school.
- Cooperate with revised school rules and guidelines to maximise the safety of all.
- Work in partnership with staff to ensure good behaviour in school.
- Inform staff of any concerns with regards to their children, or other children in school.
- Respond to concerns raised by members of staff and deal with them appropriately.

5. **Rewards:**

The emphasis on behaviour management should always focus on seeking out and drawing attention to the behaviour which we wish to develop. There should be consistent and public praise of good behaviour in order to reward the pupil who is doing well and encourage others to emulate that behaviour.

6. **Persistent difficulties:**

We are always aware that the school must be a safe environment for everyone, and behaviour which may jeopardise this has to be addressed. We have identified these main areas of concern:

- **Persistent none compliance**- When people's safety is put at risk due to a refusal to not comply with revised school guidance.
- **Persistent verbal abuse** - when other people are continually taunted, threatened or called names due to their sex, race, religion or culture, age or physical, emotional and educational abilities.
- **Persistent physical abuse** - when other people are continually unable to play or work in safety, due to their sex, race, religion or culture, age or physical, emotional and educational abilities. This includes the use of any weapons.
- **One-off offences** - Occasionally, a one-off offence may be serious enough to warrant any of the sanctions listed:
  - Inform parents/Governors

- Seek support from colleagues, phase leaders, SENCO, Assistant Head, Deputy Head, Headteacher
- Child put in isolation
- Fixed term exclusions, including lunchtimes
- Permanent exclusions

#### 7. **Reasonable force:**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. In line with the School's SEN policy, school will make reasonable adjustments for disabled children and children with special educational needs and when using reasonable force, it will take in to account information regarding the needs of the pupils concerned.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder or to restrain.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used in this school...

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and restrain a pupil at risk of harming themselves through physical outbursts.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. If reasonable force is necessary, all school members of school staff with endeavour to wear appropriate PPE (Personal Protective equipment).

#### 8. **Mental Health and Behaviour**

The Abbey acknowledges the importance of providing a structured school environment with clear expectations of behaviour and well communicated social norms and routines. This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.

#### 9. **Monitoring and evaluating**

We will regularly monitor our care and behaviour policy to ensure that we are offering the safest school environment for all. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Department for Education guidance.
- Informal reports from staff members.
- Revised school risk assessments.
- Feedback/comments from children, parent/ guardians of the school.

The feedback from monitoring procedures will be used to evaluate the success of our strategies and to help us make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

#### 10. **Review**

The Governing Body, in consultation with the Headteacher, will keep the policy under constant review considering changes in government guidance, views of our community, good practise in other settings and learning from what is a new situation for us all.

Any changes will be communicated to parents.