



Hindhayes Infant School
Behaviour Policy addendum
June 2020

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: _____
Signed: _____
Role: _____

Introduction During this unprecedented time of a global Pandemic causing significant changes to the way that schools operate, Hindhayes will reflect the need to work with children regarding their behaviour in a different way to that set out in the school's agreed Behaviour Policy. Part of this work will be to continue to have high expectations of behaviour and part of the work will be around focussing on the elements of behaviour that are significant during this phased return period such as increased safety measures and social distancing practices. Guidance will be taken from the most recent DfE regarding the phased return to school and the EEF document 'Improving Behaviour In Schools' and the six recommendations that appear in it. Information for parents about the planned phased return to school can be found here:
<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

EEF Recommendation 1 Know and understand your pupils and their influences As a school community Hindhayes understands that children will have had wide and varied experiences during the 'lock down' period. Some children have been regularly attending school through Key work provision and for some children a phased return to school may be the first time they have been somewhere other than their home. It will be critical for adults working with pods of children to take the time to listen to the experiences that children have had whilst they have been away from school. This will form the basis of how staff will plan to work with children and help them to determine how much understanding children have of the need for increased safety measures such as hand washing. Staff will understand that children will need support and guidance to stick to new routines and behaviour expectations. Children whom are known to exhibit challenging behaviours and are on the schools SEND register will be risk assessed to ensure they can return safely to school. See DfE Guidance: Conducting a SEND risk assessment during the coronavirus outbreak for more information about the risk assessment process.
<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

EEF Recommendation 2 Teach learning behaviours alongside managing misbehaviour Hindhayes staff will continue to refer to the **Better Learning Powers** to promote learning behaviour in school. At this time, teachers will also use class posters, stories, short videos and communicate in print signs to remind children about behaviours for staying safe. Staff may model wanted behaviours such as social distancing, handwashing and catch it, bin it techniques. It is important that safety behaviour is talked about as a part of daily routine and not saved for those times where children need reminding about safety behaviour.

EEF Recommendation 6 Consistency is Key Hindhayes staff will continue to work with this addendum as they had with the agreed school's behaviour policy. There will be a clear and consistent approach to the learning and safety behaviours that are required during this coronavirus outbreak and phased return to school. The school will continue to respond to updated DfE guidance and ensure that staff are responding consistently to it.

EEF Recommendation 4 Use simple approaches as part of your regular routine First and foremost, when working with young children, it is the words that an adult chooses to use that has the greatest impact on wellbeing. We want our children to know when they have done something great. Adults working within a pod will continue to praise the learning and safety behaviours that we wish to see. Adults can also choose to use the simple strategy of rewarding children with stickers which they can collect themselves and add to a card kept in their individual pouch. All adults within a pod can use the reward system and praise children positively.

EEF Recommendation 3 Use classroom management strategies to support good classroom behaviour The children of Hindhayes will be used to working with the Great to be Green system. During this phased return to school to limit transition of items between home and school and to be able to deep clean items that have been handled, teachers will be able to give stickers to go on a card in recognition of hard work, use of learning powers, showing care and consideration to others and for doing their best to stick to safety rules. Strategies such as the use of posters, stories, videos and classroom arrangement will be used to help children with this.

EEF Recommendation 5 Use targeted approaches to meet the needs of individuals in your school To meet the expectations of DfE guidance it will be challenging for Hindhayes staff to alter behaviour systems linked to safety to meet the needs of individual learners. Hindhayes prides itself on its high quality provision for all children but unfortunately strict guidance means that we can not use some of the systems usually found in school such as lego therapy, altered timetables, use of time out, tree house time and flexibility of work location. At this time children who can not comply with the safety procedures in school will need to be risk assessed on an individual basis to identify if they can return to school.