



Baylis Court Nursery School
Behaviour Policy: Coronavirus (COVID-19) Addendum
July 2020

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Children, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and children.

2. Expectations for children in nursery school

2.1 New rules

When children are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the head teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Staff and other adults

In addition to the general expectations laid out in the school's current Behaviour Policy, staff and other adults are expected to:

- not to come to work if they have coronavirus symptoms, or go home as soon as these develop (informing the head teacher or line manager), and access a test as soon as possible (Coronavirus (Covid-19) Getting tested- Essential Workers);
- ensure their classrooms or work areas are de-cluttered so as to allow for better and easier cleaning throughout the day;
- regularly reinforce with parents the arrangements for the start and end of the school day including, staggered start and finishing times and the need for social distancing outside the school;
- supervise any queuing system following a process for staff to greet each child, ensuring they wash their hands immediately on arrival, and then go straight to their classroom;
- clean their own hands more often than usual - with running water and liquid soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered;
- use and promote the 'catch it, bin it, kill it' approach;
- avoid touching their mouth, nose and eyes;
- clean frequently touched surfaces often using standard products such as detergents and bleach;

- think about ways to modify their teaching approach to keep a distance from children in their class/group as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important);
- explicitly teach and supervise health and hygiene arrangements, helping their class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating their classroom displays with posters;
- prevent their group/bubble from sharing equipment and resources (like stationery) with other groups/bubbles;
- keep their classroom door and windows open if possible for air flow;
- limit the number of children from their group/bubble using the toilet at any one time;
- limit their contact with other staff members, and not congregate in shared spaces, especially if they are small rooms;
- identify any reasonable adjustments that need to be made for pupils with more challenging behaviour and update Positive Handling Plans/EHCP Plans as necessary;
- ensure they read the school's Behaviour Policy Addendum and know what role in it they are being asked to take.

Children

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.

In addition to the general expectations laid out in the current Behaviour Policy, children are, with the help of their parents and teaching staff, encouraged to:

- follow any altered routines for arrival or departure, arriving at school at the advised allotted time, and entering the school as expected. At the end of the day, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them;
- follow school instructions on hygiene such as handwashing. Hands must be washed on arrival at school, after using the toilet facilities, before and after eating, before and after break times and before they leave for home;
- follow instructions and expectations in relation to sneezing, coughing, tissues and disposal ('catch it, bin it, kill it', sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands prior to proper hand washing;
- tell a member of staff/adult if they are experiencing symptoms of coronavirus or feeling unwell generally;
- follow rules about sharing any equipment;
- follow rules regarding the use of toilet and handwashing facilities;
- follow the clear rules about intentionally coughing or spitting at or towards any other person.

Parents

In addition to the general expectations laid out in the school's current Behaviour Policy, parents are expected to:

- not to come to school if they or any member of their household have coronavirus symptoms, not to send their child to school if they have symptoms, and access a test as soon as possible (NHS: Ask for a test to check if you have coronavirus);
- send children to school in clean, fresh clothes daily
- provide the school with at least 2 emergency contact details;
- ensure arrangements for dropping off and collecting their child are communicated to the school particularly if the person who normally drops-off or collects the child has changed;
- follow any altered routines for arrival or departure ensuring only one adult accompanies their child and dropping children off at the school gate;
- not to gather in the forecourt or to enter the buildings to drop off or collect children and not to gather at the school gates to talk to other parents;
- not to come into school buildings unless strictly necessary, by appointment, and ideally alone (unless for example, an interpreter or other support is required) following strict social distancing rules;
- follow school instructions on hygiene such as handwashing and sanitising if they do need to enter the building;
- reinforce good hand and respiratory hygiene with their children at home in relation to sneezing, coughing, tissues and disposal ('catch it, bin it, kill it', sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands;
- follow the clear rules about coughing or spitting at or towards any other person and reinforce this rule to their child;
- to not gather in groups outside of school unless the group is made up of others who live in the same household;
- ensure they read the school's updated behaviour policy and know what role in it they are being asked to take.

Children with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Some children will return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour.

For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly. 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. We recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is a means of communicating that there is a problem. We 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.

Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible.

We will work closely with parents to implement supportive strategies that will inform an appropriate response. Some children will need additional support and access to external services such as Educational Psychologists, Social Workers, Counsellors and Early Help.

2.2 Exclusions

It is the general policy of the nursery to consider exclusion of a child only as a last resort and one that should be avoided by all practical means. However, under certain circumstances, the exclusion of a child may be the only option open to the nursery.

Reasons for exclusion notwithstanding, exclusion may be considered in one or more of the following circumstances:

- A child exhibits repeated violent and/or uncontrollable behaviour;
- A child persistently directs abusive or threatening language towards either a member of staff or to another child;
- Persistent anti-social behaviour or problems of an indefinable nature;
- The child through his/her behaviour is perceived to represent a physical risk to him/herself, to other children or to members of the nursery.

Should a child begin to exhibit extreme antisocial behaviour or is disruptive or violent, nursery staff will initiate the following actions:

1. If the behavioural problems persist the parents of the child will be consulted so that an action plan can be formulated
2. Specialist advice, assistance and help will be sought
3. A meeting with all relevant parties will be held to discuss the behavioural issues and to agree upon an action plan
4. Nursery staff will report progress to the child's parents on a daily basis
5. Funding for 1-to-1 assistance for the child may be sought
6. Regular meetings will be held with all relevant parties
7. If there is no improvement in the child's behaviour or the behaviour constitutes an immediate threat to another child or member of staff, the child will be excluded
8. A letter to the parents/guardians will be sent informing them of the nursery decision to exclude the child.

2.3 Attendance

From September 2020 the government guidance (July 2020, actions for Early Years providers during the coronavirus (COVID-19) outbreak states:

All children who normally access childcare are strongly encouraged to attend so that they can gain the educational and wellbeing benefits of early education.

We now know much more about coronavirus (COVID-19) and so in the future there will be far fewer children advised to shield whenever community transmission rates are high. Therefore the majority of children will be able to return to settings. Settings should note that:

- a small number of children will still be unable to attend in line with public health advice because they are self isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).
- shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of children who will remain on the shielded patient list can return to settings, as can those who have family members who are shielding. The [current shielding advice is available on GOV.UK](#)
- if rates of disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent (see below)
- some children no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to the settings, usually at their next planned clinical appointment. You can find more [advice from RCPCH](#).

We are mindful that many parents may be anxious about sending their child back to or start at nursery. Clear communications with parents regarding the measures being taken to ensure the safety of their children will be necessary, including the role that they play, as parents, in the safe operating procedures.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every three to four weeks by the head teacher/member of the leadership team. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy

Agreed by Governing Body: 10th July 2020

Review Date: June 2021