

REIGATE SCHOOL BEHAVIOUR POLICY: ANNEX COVID 19

The principles as set out in Reigate School Behaviour for Learning Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of Reigate School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how children will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

This addendum to the Behaviour for Learning Policy of Reigate School is for use during the arrangements for education of students in school during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the existing Behaviour for Learning Policy, Child Protection & Safeguarding Policy, Anti-Bullying Guidance, Data Protection Policy and the Health, Safety and Welfare Policy.

Children Code of Conduct

Children are expected to meet the following code of conduct:

- Follow any altered routines for arrival or departure
- Adhere to the 2 metre rule
- Follow school instructions on hygiene, such as handwashing and sanitising
- Follow instructions on who children can socialise with at school
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Meet expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus
- Not share any equipment or other items including drinking bottles
- Continue to meet these expectations through breaks and lunch times
- Play in the designated zones assigned to each year group
- Use toilets within guidelines set out, with hands washed for at least 20 seconds upon leaving.
- In no circumstances should there be coughing or spitting at or towards any other person
- Follow the clear rules for children at home about conduct in relation to remote education

Remote Learning Behaviour Expectations

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

Children should:

- treat remote learning in the same way as normal classroom learning where they can;
- use appropriate classroom language;
- take regular screen breaks;
- always conduct video learning in an open space at home, such as the living room or kitchen;
- only communicate through approved school portals and platforms
- dress appropriately at all times;
- not use school platforms to discuss personal matters;
- not share videos or lessons with other people outside of Reigate School;
- follow the teachers' guidance on audio and video use;
- be made aware that the lesson is being recorded;
- report any inappropriate use to their teacher or a trusted adult;
- not share passwords or other sensitive information online;
- look after their mental health and well-being and ask for help from their teacher or other trusted adult if they need it.

Live Lessons Using Teams – Safeguarding Protocols for teaching staff

Below is guidance for staff about using Microsoft Teams for Live Lessons or Live Tutor Time:

- Teams should only be used for live lesson contact with a group size of 2/3 or more children. This will allow for small tutorials to occur. **(If only one child joins the meeting then the teacher should end the meeting and either cancel or reschedule).**
- If you are delivering a live lesson or live tutor time from home you will need to carefully consider what you are wearing is appropriate, the backdrop children can see and any other people in your house. Use a neutral background with no personal information visible behind you.
- All live lessons and tutor times should be recorded. Teachers need to alert all participants that the meeting is being recorded at the beginning of the session.
- If sharing a presentation, Teacher needs to take control of the presentation at the beginning of the meeting by clicking on the small eye icon on left hand tool bar. The eye will have a line running diagonally through it to show only you are in control otherwise children can access it.
- Teacher can ask all students to mute themselves at the start of the lesson and this is good practice when talking to your class. A teacher can mute students themselves in

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two ways: either go to the meeting details before the meeting starts and click on "mute" next to the students' names, or when the meeting has started, click of "show participants" on the main tool bar and hover over the three dots next to a student's name. The option of "mute" should appear.

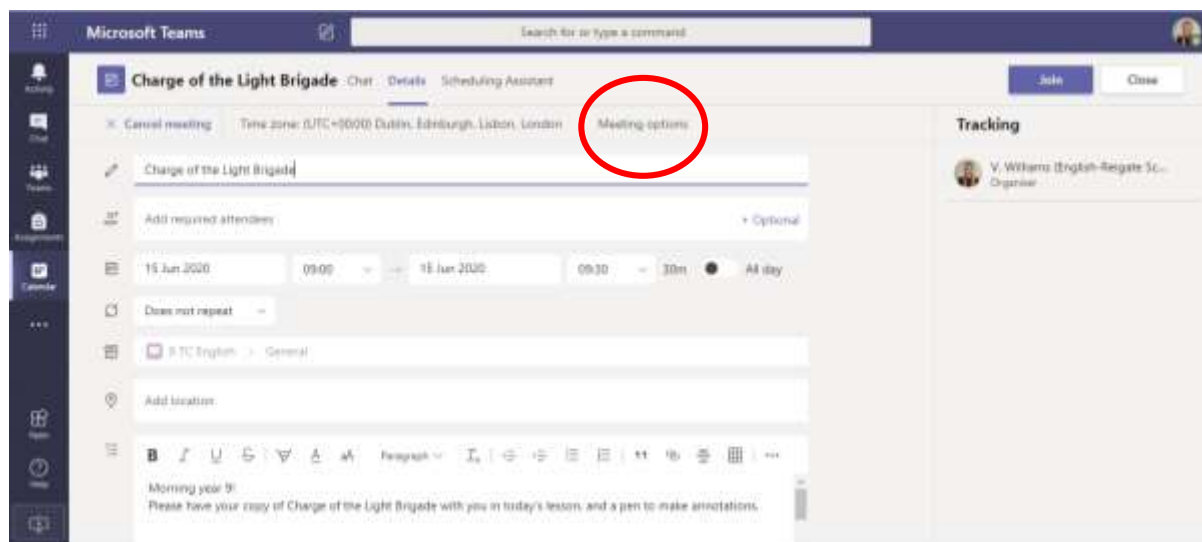
- Please note all children will not want to use the camera and they should not be pressured into doing so.
- If a student is not appropriately dressed or have a suitable background then please apologise to the class, stop the lesson or tutor time and report this to HOY.
- Any inappropriate comments or behavior from students should lead to the session being stopped and the incident being reported to HOY/SLT.
- All staff must continue to follow the school code of conduct as set out in the Child Protection and Safeguarding Policy.
- It is the member of staff's responsibility to ensure they understand the Teams system and how they will be using it. If in any doubt seek advice.
- Teachers can change the "role" of people when a Team is created. If they go to "manage team" they should make sure that teachers are listed as "owners" and students as "members" (this will stop students being able to mute the teacher or kick other students out the group)!
- It is good practice to set what ground rules are with your class, have a system for how children can ask questions or seek help (Use the comment box). If you are going to allow video then the ground rules need to include guidance on appropriate clothing and background.

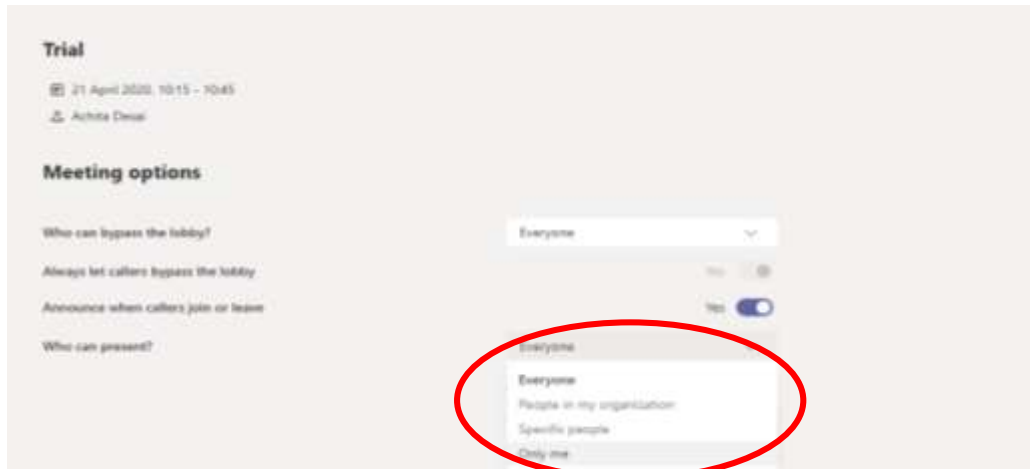
If during either a live lesson or live tutor time there is something that concerns you of a safeguarding nature, then please report it to a DSL.

FAQs – MS Teams

How do you stop students from controlling the PowerPoint?

1. Once you have scheduled your lesson in the calendar, go to 'meeting options' and select "only me" under "who can present"





All children will be supported in the following ways:

- Throughout the school there will be signs/posters/visual prompts to remind children and staff of the new safety measures in place that should be followed.
- All adults will explain new routines sensitively and help children to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained and repeated by the child’s teacher every day and throughout the day. This will reassure all children and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- School staff will pay particular regard to families and children who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our children’s good behaviours will continue.
- For children who are not managing for any reason to follow our school expectations we will follow the process as outlined in the school behaviour for learning policy.
- If, despite all appropriate support and guidance, a child repeatedly breaks our current safety rules, the Head of School may, as a last resort, consider alternative arrangements or exclude a child either for a fixed period or permanently.

Positive Touch and Physical Intervention

There may be times when a child’s behaviour requires staff to use physical intervention to ensure the child’s own safety, the safety of other children and staff, or that property is not seriously damaged.

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Reigate School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as children.

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