

APPENDIX to the Behaviour, Discipline and Exclusion Policy West End First School

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

Date of last review : June 10th 2020

This document is to ensure that the school behaviour policy meets the necessary updated requirements recommended in the latest guidance published on 14th May 2020 and updated on 4th June 2020

[Planning guide for primary schools - GOV.UK](#)

The guidance states:

In light of the need for children to behave differently when they return to school and any new systems you have put in place to support that, changes need to be made to your behaviour policy and be communicated to pupils, parents and staff.

Despite the changes, the school's Behaviour, Discipline and Exclusion Policy is fundamentally the same:

The purpose of this policy is to:

- create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- promote and develop self-discipline, social awareness and appropriate standards of behaviour
- provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour

New rules and systems

At West End First School we evaluated the behaviour policy, preferring to put in place protocols, education and risk assessments to address the following government recommendations:-

- following any altered routines for arrival or departure (protocol)
- following school instructions on hygiene, such as handwashing and sanitising (protocol)
- following instructions on who pupils can socialise with at school (protocol)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands (protocol)
- tell an adult if you are experiencing symptoms of coronavirus (protocol)
- rules about sharing any equipment or other items including drinking bottles (protocol/risk assessment)
- expectations about breaks or play times, including where children may or may not play (protocol)
- use of toilets (protocol)

- clear rules for pupils at home about conduct in relation to remote education (educational advice)

These protocols and risk assessments are shared with staff, who are proactively teaching the children the protocols and the importance of keeping these, regularly reinforcing the behaviours throughout the day.

Protocols have also been shared with parents.

We have decided to adhere to the same set of whole school rules but have given a slightly different emphasis:-

- We are kind and helpful (by not sharing belongings to keep people safe and looking after our own things)
- We are gentle (in how we handle others feelings)
- We listen (follow instructions to help everyone stay safe)
- We work hard (working hard to build up stamina on the return to school)
- We look after property (keeping things clean and workstations tidy, if you sneeze catch it bin it kill it and ask to have areas cleaned)
- We are honest (we are honest about feelings, talking about these and helping one another)

Children will continue to be rewarded for adhering to these, using the school reward systems.

Children with more challenging behaviours

All parents are required to give notice of their intention to return their child to school. We will utilise staff knowledge of the children to identify children with more challenging behaviour who are returning.

We will then identify any reasonable adjustments that need to be made for these children.

These may include one or more of the following:

- Individual risk assessment (Guidance is available from the following document)

[Supporting children and young people with SEND as schools and colleges prepare for wider opening](#)

As part of updating risk assessments, we will be mindful of the situation of the wider family where a child has complex needs.

The risk assessment will incorporate the views of the child. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care. Local authorities and educational settings will decide together who is best placed to undertake the risk assessment, noting that the duty to secure provision remains with the local authority.

Risk assessments will be created in collaboration with and shared with staff and parents.

- Part time return
- Individual behaviour plans
- Positive handling de-escalation techniques
- Using tools from the Mental Health & Well-Being Toolkit
- Support from the Inclusion Mentor
- Seeking advice from external agencies

Where a pupil *deliberately* puts another's safety at risk, for example through spitting, sanctions will be imposed in line with the existing Behaviour, Discipline and Exclusion policy.

In the event of a serious incident a fixed-term exclusion may be imposed dependent on the circumstances of the event and the findings of any subsequent investigation. In the first instance this will entail an internal exclusion whereby the pupil will be withdrawn from classes and supervised by a member of support staff in another room in the school. If this behaviour continues a fixed term exclusion from school will be imposed.

This is in line with the school's existing Behaviour, Discipline and Exclusion Policy.

We are aware that there may be additional pupils, including those with SEND, who display symptoms of stress or anxiety and additional support may be needed for them.

- Staff have accessed training on Resilience
 - Staff have access to a Health and Well Being Toolkit with a range of resources, tools, research and contact details to access support
 - Access to NCC Padlet of support for resources to promote Health and Well Being
 - Access to Schools in Mind Resources to support Health and Well Being
- Schools should check with local authorities on their capacity to support with this.

Children with SEND

Advice can be sought from the following document :-

[Supporting children and young people with SEND as schools and colleges prepare for wider opening](#)

For pupils with education health and care (EHC) plans, it is acknowledged by the Government that it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements if some of the support services are not available in their usual form from the start of June. Where this is the case we will work with the local authority and parents, and confirm what special provision can reasonably be provided.

We will work with the Local Authority and Health partners to ensure that services for additional support and early help, for example around anxiety, mental health, behaviour, social care, or changes to mobility will be available as far as possible. We will be mindful that these considerations could apply to pupils and students who they did not previously affect.

The current local advice

Information can be accessed on the NCC Padlet via-

https://nlandeducation.padlet.org/gill_finch2/SupportForChildrenandFamilies

Schools may also access their Educational Psychologist for advice and support or Healthcare partners.