

Addendum to the Behaviour Policy

The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care plans (EHCPs) and children of key workers critical to the COVID-19 response.

1. During their prolonged absence from school, pupils have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. Pupils have potentially forgotten the habits and expectations which are intrinsic to the culture of the school. Leaders and governors are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.
2. Culture is created in our school by establishing behavioural norms and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place. We are resetting the culture in response to the enforced COVID-19 disruption by introducing new behavioural norms and routines around protective measures and personal hygiene clearly and accessibly.
3. This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

Guiding principles

4. ***Behaviour will be taught.*** Routines and expectations will be taught explicitly by school leaders and staff. The teaching of behaviour will be clearly planned. The Headteacher is responsible for ensuring that this teaching is effective. All staff are responsible for ensuring that the training they receive culminates in the rigorous and consistent application of the new procedures across the school.
5. ***Proactive risk management will reduce potential for poor behaviour.*** We will make intelligent use of our data using behaviour risk registers to predict behavioural habits and anticipate risks, rather than simply reacting to situations. Separate risk assessments will be produced for pupils who exhibit challenging behaviours.
6. ***Communication with pupils will build their confidence.*** Leaders and governors will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. These may include video tours, online materials and other means. The communication will be tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities.
7. ***Parents will be fully informed.*** Leaders and governors will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions.
8. ***Boundaries will be clear.*** We will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours.

Key priorities

9. Vulnerable pupils include children who are disabled and those with Education, Health and Care plans (EHCPs) or those who require additional support: for example, pupils with mental health needs or attendance issues. These pupils remain a key focus group and will receive a risk assessment if needed.
 10. Leaders and governors will build confidence among parents, pupils and staff around the safe reopening of school to pupils.
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11. Leaders and governors will ensure that the guidance from Public Health England is followed meticulously.

Behavioural norms

12. Behavioural expectations will be taught. The effective teaching of behavioural norms will build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.
13. Leaders and staff will be proactive in preventing poor behaviour and dealing with it in a consistent and fair manner if it occurs. Leaders will identify potential acts of poor behaviour and areas of school where these are likely to occur. They will plan mitigations of these risks.
14. During the phased reopening of the school, pupils will be taught in consistent small groups of no more than 15. These groups or 'bubbles' will remain together for their time on the school site, in lessons and during social times. Leaders will give careful consideration to the configuration of groups. They will ensure that bubbles comprise suitable combinations of pupils.
15. Pupils will intuitively look for cues for behavioural norms. Leaders will respond in consistent ways to reinforce expectations, using the principle that *'what we permit, we promote.'*
16. This document will set out the school's cultural expectations, providing clear guidance on *'how we do things here.'* The behavioural norms outlined will be taught explicitly and effectively and shared with parents/carers. They include:

- **Travel arrangements to school**

Teachers have the power to discipline a pupil for conduct outside the school premises which includes when they are travelling to and from school under the supervision of their parent/carer/adult. We will ensure that protective measures are made explicit to pupils and that any infringements are sanctioned.

- **Arrival at school**

Arrival is managed by senior leaders or designated staff. Pupils will arrive at staggered times and accompanied by a parent/carer/person who resides in the same household as the pupil. Leaders will split pupils so that groups use specified entrance points. Protocols for arrival will be consistently applied: entry to the school premises will be a positive and welcoming start to the day. The role of the senior leader is to ease tensions and anxiety, whilst ensuring that pupils are social distancing and accompanied.

- **Line up**

Pupils will socially distance when lining up with their accompanying adult. This will be achieved through well-planned locations, staffing and markings. Line-up will create a calm and controlled start to the school day and an opportunity to remind pupils about new routines and expectations. This will be the norm to support the management of a group. Bubble Leaders will control the staggered entry into the allotted bubble.

- **Movement around school**

Non-essential movement around school will be avoided. Leaders will introduce a toilet visiting rota for pupils to prevent mass queuing at break or lunch time. Movement outside of the bubble will be planned, with a pre-defined route and agreed time.

- **Classroom expectations**

Pupils will be required to line up outside the classroom. Staff will welcome pupils into their classroom from a socially distanced position and maintain a physical presence near to the screen. Pupils will be made aware of their seating positions in advance of arriving at their room; this will prevent confusion and unnecessary wandering within the classroom. The seating plan is non-negotiable. Pupils cannot be loaned equipment or borrow from another pupil; a plan for equipment will be in place, including the use of books.

- **Exiting a classroom**

Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear. Pupils will be asked to stand behind their tables and will be dismissed from front to back with clear spacing in-between to maintain social distancing. Pupils will be instructed that they must not wait for their friends.

- **Break time and lunch times**

Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will be encouraged to spend their break and lunch time outside, weather permitting, in zones and with the same 'bubble' group with which they spend their lessons. Staff from within the bubble will supervise pupils and ensure that social distancing guidance is observed. Pupils will eat their lunches with their bubbles in the classroom or outside.

- **End of school**

Pupils will leave the classroom in the rehearsed manner. They will wash their hands, or if this is not possible, use hand sanitiser. Planned exit routes will be taught and rehearsed before implementation. Multiple exit points will be used to stagger the flow of movement. Pupils will be dismissed from school in their bubbles. Staff will provide a positive end to the day for pupils and remind them not to wait for their friends. The collection of children by their parents is carefully planned. Parents will collect their children from designated areas and they will be advised to maintain the social distancing rules.

Pupil code of conduct

17. The Code of Conduct for the school remains in place and serves as the foundation for pupils to take responsibility for their own behaviour in line with the school's values. The following expectations supplement the Code of Conduct:

- Arrive to school and leave to go home at the designated time using the designated entrance/exit route. Do not wait around for friends and do not congregate.
- Wash hands (or use sanitiser) upon entering and leaving school and when asked during the day by a member of staff. Wash hands regularly with soap and water during the day for 20 seconds.
- There must be no physical contact of any type at any time. This includes horseplay, hugging, handshakes etc.
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person.
- The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a 'good gap' (safe distance) from others between and during lessons.
- Do not share belongings (food, stationery, books etc) with others and do not handle other people's belongings.
- Use the toilet designated to you, when it is designated. Only enter the toilets if you have been given permission to do so. On exiting the toilet, wash hands thoroughly.
- You must tell an adult if you feel that you are suffering from a high temperature, feel unwell, have a new continuous cough or have loss or change to your sense of smell or taste.

Behaviour management

18. There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. In order to effectively challenge and improve behaviour, leaders will actively promote non-confrontational behaviour management. Staff will use praise and verbal reprimand accordingly.

19. A range of disciplinary measures will be implemented consistently, openly and fairly. The school reserves the right to apply the following measures:

- verbal reprimand
 - setting extra work or repeating unsatisfactory work for completion at home
 - missing social times at break or lunch time
 - detentions at break and lunch time but not after school or weekends
 - being placed on thin ice/conduct or attendance report for monitoring and improving behaviour
 - instigating a Pupil Behaviour Support Plan
 - isolation to reduce the impact of behaviours upon other pupils and staff
 - exclusion
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20. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy.
21. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school.'
22. Should pupils fail to follow the sanction given, they may have additional time added to the sanction or in extreme cases, they may receive a fixed-term exclusion/be sent home.
23. As part of a planned return to school following an exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

Reasonable adjustments

24. At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
 - Social, Emotional and Mental Health Needs (SEMH) and/or;
 - Adverse Childhood Experiences (ACE)
 - Special Educational Needs and Disabilities (SEND)
25. Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or individual education plans / pupil support plans for those with additional needs but without an EHCP.
26. Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but not limited to:
 - preview of new behavioural norms and perhaps a visit to school
 - additional support to adhere to break and lunch time norms
 - re-teaching behavioural norms
 - adapted resources to teach behavioural norms
 - adapted sanctions and rewards
27. For pupils with special educational needs and/or disabilities, a risk assessment may be completed if it is felt necessary in order to ensure any risks are mitigated in a safe way.

Exclusion

28. The Headteacher retains the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:
 - lawful
 - rational
 - reasonable and fair
 - proportionate
29. A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a pupil, it will work with the parents or carers and the local authority to arrange a place at an alternative setting *as soon as possible* so as to minimise breaks in education.

Use of reasonable force

30. The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil, or prevent them taking the necessary action to prevent a pupil causing harm.
 31. The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative
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method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

32. A risk assessment will be undertaken for pupils who, based on evidence available prior to closure of schools, required physical intervention. This will allow the school to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated in school.
33. Following a risk assessment, the school may decide that pupils who are a high risk should continue with home learning.
34. Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:
 - be able to change clothing immediately after the incident
 - take a shower immediately, at home if necessary.
35. Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.
36. Following a risk assessment and a discussion with pupil and parents/carers, the pupil should return to school unless it is deemed unsafe to do so.
37. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.
38. Serious incidents involving the use of force will be recorded and reported to parents/carers.

Review and adaptation

39. Leaders will keep the arrangements detailed in this addendum under review, initially on a daily basis. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.
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