

## Addendum to the Behaviour Policy – Primary

### Introduction

1. 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 20<sup>th</sup> 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.
2. During the prolonged absence for some pupils from school, some pupils may have suffered from changes to their routines, daily structure, social and behavioural norms. Pupils may have forgotten the habits and expectations intrinsic to the culture of the school. We 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.
3. Culture is created in our academy by establishing behavioural norms and ensuring that these are taught explicitly and reminders or corrections given 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.
4. This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

### Guiding principles

- **Behaviour will be taught.** Routines and expectations will be taught and modelled explicitly by staff. The teaching of behaviour will be clearly planned. The Principal/Head of Academy is responsible for ensuring 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.
- **Careful risk management and sound planning.** We will make use of our knowledge of individual pupils to pre-empt behavioural habits and help us to anticipate any risks there may be, being proactive rather than reactive. Individual risk assessments will be in place for pupils who display challenging behaviours.
- **Talking with children will build their confidence.** We will ensure that appropriate and effective measures are in place for keeping in touch with pupils about the

expected behaviour to be shown upon returning to school. The communication will be tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities.

- **Parents will be kept fully informed.** We will communicate with parents about the expected behaviour of pupils upon returning to school is clear. The academy will encourage parents to share concerns and ask questions.
- **Boundaries will be clear.** We will teach pupils about keeping themselves and others safe, we will remind regularly and model appropriate behaviour at all times. We will apply our rules consistently and fairly so that pupils know that the consequences of their behaviours, both positive and negative. We will help pupils to understand how our own behaviour affects others.

### Key priorities

- 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 an individual risk assessment will be in place and shared.
- We will strive to build confidence among parents, pupils and staff around the safe reopening of school to pupils.
- We will ensure that the guidance from Public Health England is followed.

### Behavioural norms

- Behavioural expectations will be taught through actions and specific planned learning opportunities. The effective teaching will build a safe and calm culture in where children will feel secure. Consistent and clear rules, routines and boundaries will be established.
- Any poor behaviour will be dealt with it in a consistent and fair manner if it occurs.
- During the phased reopening of the academy, pupils will be taught in 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.
- **Travel arrangements to school (where applicable)**  
We will ensure that [protective measures](#) are made explicit to pupils and that any infringements are sanctioned.
- **Arrival at school**  
Arrival is planned and managed by senior leaders with staff at each planned entry point. Pupils will arrive at staggered times in small groups. Leaders will split pupils so that groups use specified entrance points. Protocols for arriving 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 that they wash/sanitise their hands upon entry. A plan will be in place for any pupils who arrive late to school.

- ***Line up (where applicable)***

Pupils will socially distance when lining up. Line-up will create a calm and controlled start to the school day and an opportunity to remind pupils about new routines and expectations. Designated staff will support the staggered entry into the building.

- ***Movement around school***

Non-essential movement around school will be avoided. Where needed a one-way system could be implemented for occasions when restriction of movement around school cannot be avoided. Movement will be planned, with a pre-defined route.

- ***Classroom expectations***

Pupils entry to classrooms should follow guidance and be well managed. Staff will welcome pupils into their classroom 'bubble' from a socially distanced position and maintain this throughout the day. 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 will be provided with all equipment by the academy, for their personal use.

***Exiting a classroom***

Staff recognise the importance of a calm exit. This will be rehearsed and modelled, so that expectations are clear. Pupils will be asked to stand behind their tables and leave in an acceptable manner. Pupils will be instructed not wait for their friends.

- ***Break time and lunch times***

Arrangements will be staggered to maintain social distancing measures. Pupils will be encouraged to spend their break and lunch times outside, weather permitting, in zones with the same 'bubble' group with which they spend their lessons. Arrangements will be made for pupils to eat in classroom bubbles or outside, depending on the weather. A staffing rota will be in place to ensure

supervision. Staff will supervise pupils and ensure that social distancing guidance is observed, reminders will be given if necessary.

- **End of school**

Pupils will leave school at staggered times to avoid large groups of pupils congregating at exit points. Pupils will leave the classroom in a calm manner. Multiple exit points will be used to stagger the flow of movement. Pupils will leave school in their bubbles. Staff on duty will supervise exit routes. Staff will provide a positive end to the day for pupils and remind them not to wait for their friends. Any children who are travelling using school buses or contracted taxis will follow a plan to access their transport that includes socially distanced queuing. The collection of children by their parents is carefully planned. One parent only will collect their children from designated areas and they will be advised to maintain social distancing rules.

### **Pupil 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. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- Wash your hands (or use sanitiser) upon entering and leaving school, before and after lunch and regularly with soap and water during the day.
- 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 it 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 safe distance from others between and during lessons.
- At break and lunch times, go outside (weather permitting) or remain in a designated venue (if the weather is poor). Stick to zoned areas and maintain a safe distance from others.
- Do not share belongings (food, stationery, books etc.) with others and do not handle other people's belongings.
- Use the toilet designated to you. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.

- You must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.

### **Behaviour management**

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 reminders accordingly.

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 conduct, attendance or improving behaviour monitoring
- A Pupil Behaviour Support Plan
- Exclusion only in extreme cases

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy. In this instance a risk assessment will be carried out on the individual to establish whether their place can be maintained.

Coughing or spitting towards any other person will be deemed as a serious breach of the school's behaviour policy. Any pupil who does this will need a risk assessment to establish whether their place can be maintained.

Should pupils fail to comply with the sanctions imposed, they may receive a fixed-term exclusion.

As part of a planned return to school following an exclusion, parents/carers will be expected to attend a reintegration meeting virtually, this will help us to ensure we reduce the risk of any further exclusions.

### **Reasonable adjustments**

At certain stages in a child 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)

We will support of the Special Educational Needs Coordinator (SENDCO), we will be mindful of the pupils' individual needs when using 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 risk assessments/ behaviour plans for those with additional needs but without an EHCP.

Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations. Reasonable adjustments might include, but not limited to:

- Preview of new behavioural norms and perhaps a visit to school
- Additional support for the arrival and exit to school– adhering to social distancing and schools RA
- Additional reminders to help with break and lunch time norms
- Reminders and where necessary specific teaching to maintain behavioural expectations
- Adapted sanctions and rewards

For pupils with special educational needs and/ or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

## **Exclusion**

The decision to exclude a pupil is never taken lightly, leaders will always try to prevent or de-escalate difficult situations. However the Principal/ Head of Academy retains the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:

- Lawful
- Rational
- Reasonable and fair
- Proportionate

All exclusions will be made in line with the government guidance and by following the school's exclusion procedures. The school will have due regard for the following when making these decisions:

1. DfE – Exclusion from maintained schools, academies and pupil referral units;
2. DfE – Behaviour and Discipline in Schools;
3. The Disability and Discrimination Act;
4. The Equality Act 2010;
5. Keeping Children Safe in Education;
6. The Children's Act (with particular reference to Children in the Care of the Local Authority).

A permanent exclusion is always a last resort. 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.

Following a permanent exclusion, the school will notify the local authority and other appropriate agencies immediately. They will work in partnership to ensure that the child is found a place in another educational setting quickly.

Following an exclusion and to avoid any gap in provision, the school, social workers, local authority and other professionals will work together to ensure that adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

The school will notify parents/ carers immediately by telephone of the decision to exclude. The decision will be communicated in writing without delay. The exclusion letter will note the following:

- If an exclusion is fixed or permanent
- If a fixed period, the duration of the exclusion
- The reason for the exclusion
- The right to make representation to the Academy Advisory Body and how the pupil may be involved in this
- Contact details for making representation to the Academy Advisory Body and where it is a legal requirement to meet, that the parents have a right to participate in a meeting and to be represented at the meeting and/ or bring a friend (this meeting may be held online)
- Arrangements made by the school for the pupil's education including the return of completed work to school
- Where alternative provision is arranged, information about this provision will be included or in a follow up correspondence but no later than 48 hours before the start of the provision
- Dates that the excluded pupil must not be present in a public place during school hours
- Sources of free and impartial advice.

### **Independent Review Panels (IRP)**

For permanent exclusions, where the Governing Body decides not to reinstate the pupil, parents/carers will be advised of their right to request the Independent Review Panel (IRP) to review the decision. Should that be the case, the letter from the clerk will note the following information:

- Date by which the application for review must be made – this is usually 15 days from receiving the notification of the decision not to reinstate
- Where and to whom the application for a review, including any written evidence, must be submitted

- Advice that the application will need to set out the grounds upon which a review is requested and that, where appropriate, this should include how a pupil's special educational need and/ or disability is considered relevant to the exclusion
- A statement that, regardless of whether the excluded pupil has recognised SEND, parents/carers have the right to request the attendance of a SEND expert to advise the Independent Review Panel
- Details of the SEND expert
- Details of the joining instructions for any online meeting
- Assurance that parents/carers can invite a friend or relative to the meeting
- Sources for free and impartial advice.

Following receipt of an application for review, arrangements must be made for the Independent Review Panel to be constituted in accordance with DfE guidance.

The meetings should take place within 15 school days of the receipt of the application requesting a review. However, where it is not possible for the timeframe to be met, arrangements will still be made for the meetings to take place when all parties can participate. The meeting may be held online.

### **Managed move or alternative provision**

A managed move or a placement in alternative provision will still be considered by the school, if the pupil is at risk of exclusion. A managed move is voluntary and can only be triggered if there is an agreement from both schools and the parent/ carer. A risk assessment will be completed before any managed move or alternative provision placement is made with a specific focus upon COVID-19 infection control. A managed move or alternative provision placement must only be initiated if it is safe to do so.

### **Use of reasonable force**

- 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 from taking the necessary action to prevent a pupil causing harm.
- The decision on whether or not to physically intervene is subject to the professional judgment of the staff member concerned and should always depend on the individual circumstances. If an alternative 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.
- 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.

- Following a risk assessment, the school may decide that pupils who are a high risk should continue with home learning.
- 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.
- Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.
- Following a risk assessment and a discussion with the pupil and parents/carers, the pupil should return to school unless it is deemed unsafe to do so.
- These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible, then this is encouraged.
- Serious incidents involving the use of force will be recorded and reported to parents/carers.
- In deciding what constitutes a serious incident, the Principal/Head of Academy will use their professional judgment and consider the following:
  - Pupil's behaviour and level of risk presented at the time of the incident
  - Degree of force used
  - Effect on the pupil or member of staff
  - The pupil's age.

### **Review and adaptation**

Leaders will keep the arrangements detailed in this addendum under review. Risk assessments for individual pupils will be monitored by relevant staff. 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.