Southerly Point
Co-operative
Multi-Academy Trust

Behaviour Policy Addendum

Please note this may be subject to additional amendments as Government advice changes.

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 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.

2. 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.

3. 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.

4. This addendum supplements the School's current Behaviour Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

Guiding principles

5. ***Behaviour will be taught***. Routines, expectations and proxies for control will be taught explicitly by school leaders. 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 briefing they receive results in the rigorous and consistent application of the new procedures across the school.

6. ***Proactive risk management will reduce potential for inappropriate behaviours***. We will include behaviour on the school risk register, to anticipate behaviour habits and anticipate risks, rather than simply reacting to situations. Separate risk assessments will be produced for pupils who exhibit challenging behaviours.

7. ***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. The communication will be tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities.

8. ***Parents will be fully informed.*** Senior Leaders will communicate with parents to ensure that they know the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions.

9. ***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 and fairly and explain these in an age appropriate manner Including the consequence of their behaviour.

Key priorities

10. 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.

Behavioural norms

11. Pupils will intuitively look for cues for behavioural norms. Leaders will respond in consistent ways to reinforce expectations. ’

12. 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 on public transport. We will ensure that protective measures are made explicit to pupils and that any infringements are sanctioned.

• ***Arrival at school*** Arrival is managed by staff. Pupils will arrive at staggered times in small groups. Bubble groups will 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 that they wash/sanitise their hands upon entry. Leaders will coin their own phrases or scripts to embed new social norms. A plan will be in place for any pupils who arrive late to school.

• ***Movement around school*** Non-essential movement around school will be avoided. Leaders will introduce systems to prevent significant queuing at break or lunch time for toilets or catering facilities. Leaders will implement a one-way system for occasions when restriction of movement around school cannot be avoided. Movement will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of pupils as required. In secondary schools, pupils and staff will wear masks in indoor areas apart from classrooms and offices.

• ***Classroom expectations***

Staff will guide pupils to the learning space for their bubble and to their designated space within it. The seating plan is non-negotiable and pupils must not share resources with each other. A plan for equipment including the use of books will be in place. Pupils must not enter the staff designated space at the front of the class. Staff will talk pupils through the classroom expectations, how to use the resources, remind them about regular hand washing and the use of sanitisers.

Fire drill will be talked through and then practised so pupils are clear about where and how to line up on the playground in the case of emergency.

• ***Exiting a classroom*** Staff recognise the importance of a controlled exit, and the need to maintain social distancing . This will be rehearsed and modelled to make expectations clear in an aged appropriate manner. E.g. In older age groups, pupils will be asked to stand behind their tables and will be dismissed from nearest to the door, 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 as required 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.

• ***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.

Staff will supervise the exit routes and 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. 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

18. 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:

Primary:

- Go straight to your room when you arrive at school
- Wash your hands regularly throughout the day
- You can talk to your friends but you must not touch them. Do not hug them.
- Remember to use a tissue to catch your sneeze or blow your nose; put the tissue straight into the bin : catch it, bin it, kill it'. Then immediately wash your hands or use the hand sanitiser.
- Do not cough or spit at or towards anyone
- Seat where the adult in your group tells you to; do not wander about the classroom
- Keep a safe distance from others between and during lessons
- Only use the outdoors area the adult in your group tells you to; do not go into other groups' spaces
- Do not share belongings (food, stationery, books etc) with other people and do not handle other people's belongings.
- Only use the toilets that are allocated to your group. Only enter the toilets if there is a free cubicle. Wash hands thoroughly before you leave.
- 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.

Secondary:

• 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 hands (or use sanitiser) upon entering and leaving school and after each lesson within the day. Wash hands 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. Then, immediately, wash your hands or use hand sanitiser

• 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.
- You must wear a mask indoors when not in a classroom or when eating lunch in the canteen area.
- 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, when it is designated. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
- In computer rooms, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher. In other classrooms, wipe down your work space as instructed.
- 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

17. 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.

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

- verbal reprimand
- missing social times at break or lunch time
- being placed on a monitoring report for improving behaviour
- instigating a Pupil Behaviour Support Plan
- isolation to reduce the impact of behaviours upon other pupils and staff
- exclusion

19. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy.

20. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy for which exclusion may be applied.

21. 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

22. 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)

23. 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.

24. 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 for the arrival and exit 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

25. 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

26. The Headteacher retains the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:

- lawful
- rational
- reasonable and fair
- proportionate

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

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

28. There may be a need to hold the Governing Body Hearing and any subsequent Appeals Meeting online

Use of reasonable force

29. 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.

30. 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 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.

31. 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.

32. Following a risk assessment, the school may decide that pupils who are a high risk should continue with home learning.

33.. 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.

34. Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.

35. 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. An alternative provision may be set up for the child to meet their needs and keep things safe. It will be important to ensure that the pupil has the same access to learning as others who are learning in the school setting or at home. However, an appropriate recourse may be exclusion.

36. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.

37. Serious incidents involving the use of force will be recorded and reported to parents/carers.

38. In deciding what constitutes a serious incident, the Headteacher will use their professional judgement 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

Powers of search and confiscation

39. These remain in force (see Core Behaviour Policy)

40. Any items confiscated need to be handled with PPE and stored safely before action / return takes place

Review and adaptation

41. 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, as the numbers of pupils admitted to school alters.