



Covid Annex to Behaviour Procedures

(to facilitate the safe return to school on Sept 1st 2020)

Aims and Expectations

Following the full return to school on the 1st Sept 2020, the primary aim is to make every member of the school community feel safe, valued and respected. We are a caring, inclusive community, whose values are built on mutual trust and our school Christian vision. Each member of the community should be treated fairly and well. The existing school behaviour policy and procedures have therefore been updated with the following annex in relation to the safety adaptations which have been implemented, to minimise infection levels and risks. This also extends to our online environment.

The school expects every member of the school community to behave in a considerate and respectful way towards others, both in person and online. We treat all children fairly and apply these behaviour procedures in a consistent way.

This updated and interim procedures aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness, compassion and forgiveness. These procedures are designed to promote good behaviour, rather than merely deter anti-social behaviour.

Effective Infection Protection and Control

Within school, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions have been introduced:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often using standard products
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered arrival, departure, break and lunch times), classes to remain in 'bubble' groups minimising any time in corridors.

Will pupils be punished if they deliberately disobey rules on protective measures?

It is important for school to be a calm and disciplined environment, where everyone follows the rules. On the 1st Sept, the staff will explain all of the new social distancing rules and the protective measures that have to be rigorously enforced. In this way, every child in the school knows the standard of behaviour that we expect and anything that will be defined as 'new unsafe behaviours'.

For example:

- spitting

- refusing to wash their hands or apply hand sanitiser
- deliberately coughing in someone's face
- going in the corridor or to the toilet without an adults permission
- refusing to follow adult instructions, such as refusing to move or leave a room
- invading personal spaces

If there are any incidents of 'unsafe behaviour' which breach the protective measures, the teacher will discuss these with the children immediately involving a member of SLT if required.

Children who persistently fail to follow the protective measures and demonstrate 'unsafe behaviour' will be sent home. *The disciplinary powers that schools currently have, including exclusion, remain in place.*

How can schools make reasonable adjustments when they devise and implement new rules?

Some children will return to school having been exposed to a range of adversity including feelings of loss, bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures, unsafe behaviours, personal hygiene clearly and accessibly.

Where appropriate, the school will have updated individual risk assessments for high risk pupils (including children on behaviour plans).

The school will also seek guidance from the DFE's 'Supporting children and young people with SEND as schools and colleges prepare for wider opening' guidance (update 24th July) <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

The new rules and routines will need to be revisited every day, so that they become established

Rewards and Punishments

We can praise and reward children for good behaviour in a variety of ways:

- teachers verbally congratulate children
- praise for helping to follow the new school rules and demonstrating 'safe behaviour'
- praise the children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

The school will continue to employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we will isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

- If a child threatens, hurts or bullies or cyberbullies another pupil, the class teacher records the incident on CPOMS and the child will receive a consequence, including notifying the parent.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school does not tolerate bullying of any kind, including cyberbullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying totally we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 'use of reasonable force 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and the school policy on physical management and restraint.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the behaviour procedures and school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child. In the instance of 'unsafe behaviour' the parent will be contacted immediately.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy and subsequent school procedures. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

Records of all serious incidents of misbehaviour, including unsafe behaviour will be logged on CPOMS and investigated. In addition, incidents of e-safety or breaches of the Acceptable Use Policy will be recorded in the e-safety incidents log in the office.

Can the head teacher exclude pupils?

The Headteacher retains the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors and school governors have been notified and a panel of Governors convened to hear the case of the child. Permanent exclusion can only be actioned with the support of the full Governing Body.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The parents need to reinforce to the children the reasons why school will look different and that new protective measures will be in place. The rules are to prevent unsafe behaviours and to keep everyone safe, therefore any breaches will be taken very seriously.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher will monitor the effectiveness of this revised policy on a regular basis. She will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour, including e-safety. The class teacher records minor classroom incidents on CPOMS. The head teacher also keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. We also keep a record of any incidents that occur at lunchtimes, as well as any e-safety incidents in the e-safety log.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Four Steps:

Due to minimising any cross contamination between classes, children cannot be sent to other teachers. The strategy for dealing with a breach of protective control measures and any incidents of unsafe behaviour will be:

Step One:

The class teacher applies his or her normal control strategies including eye contact, body language, being told to stop etc.

Step Two:

A verbal warning to explain why the behaviour is unsafe and unacceptable. Indicating that the next time a further step will be taken.

Step Three:

The child will be sent home. Parents will be informed by the Headteacher or member of SLT in school of any sanctions taken.

Step Four:

In the event that the child is sent home, a risk assessment will be conducted which will assess the risk to staff and other children posed if the child returns. If the risk assessment deems it too high a risk for the child to return to school, the child will be asked to remain at home (and will be asked to complete home learning material supplied by the school) until the risk to staff and other children is deemed low. An appropriate support provision will be considered. This risk assessment will be reviewed weekly.

In addition, this structure may be overridden in certain circumstances eg. a child **MUST** be sent directly to the Head teacher or member of SLT in issues of extreme rudeness, bullying, theft or other serious matters. It is important for class teachers to record behaviour problems on CPOMS, particularly in cases where referrals to outside agencies may possibly be required in the future, and these notes will provide evidence of both the nature of the behaviour and the strategies used to deal with it.

Team Teach – due to Social Distancing, Team Teach (by trained staff) should not be used as a strategy unless the child is in danger of hurting themselves, other children or teachers. The principle theory is always to de-escalate any situation if at all possible and to keep the welfare of the child

Signed: Candida Hutchinson

Reviewed and updated: Jan 2021

Appendix a - Example- Staged process working towards the new normal below.



