

**Annex to Behaviour Policy**  
**COVID-19 changes to our Behaviour Policy**  
**30 May 2020**

The annex will cover the period of the school's phased reopening and continued operation until all additional national measures for hygiene and distancing are lifted.

### 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 children 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, children have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. Children 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 children and their family members; this in turn can affect a child'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 annex supplements the 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.
6. **Proactive risk management will reduce potential for poor behaviour.** Separate risk assessments will be produced for children who exhibit challenging behaviours.
7. **Communication with children will build their confidence.** Leaders and governors will ensure that appropriate and effective measures are in place for communicating with children about their expected behaviour upon returning to school.
8. **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 children upon returning to school.
9. **Boundaries will be clear.** We will teach children that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that children know that the consequences of their behaviours, both positive and negative, are inevitable.

### Key priorities

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

### Behavioural norms

13. Behavioural expectations will be taught. The effective teaching of behavioural norms will build a safe and calm culture in which children will feel secure. Clearly established rules, routines and boundaries will be consistently applied.
14. 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.

15. During the phased reopening of the school, children will be taught in consistent small groups of no more than 10. Leaders will give careful consideration to the configuration of groups. They will ensure that the learning pods comprise suitable combinations of children.
16. The behavioural norms will be taught explicitly and effectively and shared with parents/carers. They include:
  - **Arrival at school**  
Arrival is managed by senior leaders with support from leaders along the planned entry point. Children will arrive at staggered times in small groups. Leaders will split children so that groups use specified times. Protocols for arrival will be consistently applied: entry to the school premises will be a positive and welcoming start to the day. A plan will be in place for any children who arrive late to school.
  - **Line up**  
Children will socially distance when lining up. This will be achieved through well-planned locations, staffing and markings. Line-up will create a calm and controlled start to the school day. Designated staff will control the staggered entry into the building.
  - **Movement around school**  
Non-essential movement around school will be avoided. Leaders will introduce a toilet visiting rota for children to prevent mass queuing at break or lunch time. Movement will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of children.
  - **Classroom expectations**  
Staff will welcome children into their classroom from a socially distanced position and maintain a physical presence. Children cannot be loaned equipment or borrow from another child; a plan for equipment will be in place, including the use of books.
  - **Break time and lunch times**  
Arrangements will be staggered to reduce risk and maintain social distancing measures. Children will be encouraged to spend their break and lunch time outside, weather permitting, in zones. Break times supervised by pod adults. Children who are eating in dining rooms or halls will be allocated seats in the same way as in classrooms with food delivered to Reception and Year 1 children. This will reduce the need for queuing. Some arrangements may be made for children to eat in classroom bases or outside, depending on the weather. A staffing rota will be in place to ensure supervision including, but not limited to, MMS staff and senior leaders Staff will supervise children and ensure that social distancing guidance is observed.
  - **End of school**  
Children will leave the classroom in the new normal way. They will wash their hands, or if this is not possible, use hand sanitiser. Planned exit routes will be used. Multiple exit times will be used to stagger the flow of movement. Children will be dismissed from school in their pods or with their sibling. Senior leaders will supervise the exit routes. Staff will provide a positive end to the day for children. 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.

### **Children's code of conduct**

17. The Code of Conduct for the school remains in place and serves as the foundation for children to take responsibility for their own behaviour in line with the school's values. The following expectations supplement the Code of Conduct:
  - 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.
  - There must be no coughing or spitting at or towards any other person.
  - 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, when it is designated. 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**

### **Children's Behaviour**

18. Our normal high expectations of behaviour and attitude to work will be required, however the sanction and reward programme will need to be adapted. We pride ourselves in supporting children's emotional and behavioural wellbeing and we will strive to continue to do our best with this.
19. It is important children understand that the reward and sanction system will have to be different to ensure everyone's safety, sanctions may include sending children home.
20. Children may not be able to attend school if they are unable to follow the stricter rules in place to ensure everyone's safety. If behaviour presents as unsafe, parents may be contacted to discuss sanctions particularly regarding the following: -
  - ~ If a child refuses to wash their hands or use hand sanitizer
  - ~ If a child presents as deliberately not observing social distancing
  - ~ If a child presents as oppositional or defiant and is therefore not following the expected standards of behaviour
21. We do not envisage this but some children may find the return to school more challenging. If your child(ren) demonstrate significant difficulties in managing the new school system, we will discuss with you whether it is in their best interests to remain at home for this period of time.
22. 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.
23. 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
  - instigating a Pupil Behaviour Support Plan
  - isolation to reduce the impact of behaviours upon other children and staff
24. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy.
25. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any child who does this will need a risk assessment to establish whether they are 'unfit for school.'
26. 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**

27. 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)
28. Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of children's 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 children who hold them, or individual education plans / child support plans for those with additional needs but without an EHCP.
29. Leaders will make their best endeavours to ensure that children with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but not limited to:
  - 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
30. For children 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

31. The Headteacher retains the right to exclude children on disciplinary grounds. Any decision to exclude will be:
- lawful
  - rational
  - reasonable and fair
  - proportionate
32. 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)
33. A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a child, 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.
34. 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.
35. 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.
36. The school will notify parents/carers immediately by telephone of the decision to exclude. The decision will be communicated in writing without delay.
37. The exclusion letter will note the following:
- if an exclusion is fixed or permanent
  - if a fixed period, the duration of the exclusion
  - the reasons for the exclusion
  - the right to make representation to the Governing Body
  - contact details for making representation to the Governing 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 (the meeting may be held online)
  - arrangements made by the school for the child'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 child must not be present in a public place during school hours
  - sources of free and impartial advice.

### Independent Review Panels (IRP)

38. For permanent exclusions, where the Governing Body decides not to reinstate the child, 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 child's special educational need and/or disability is considered relevant to the exclusion
  - a statement that, regardless of whether the excluded child has recognised SEND, parents/carers have a 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
39. Following receipt of an application for review, arrangements must be made for the Independent Review Panel to be constituted in accordance with DfE guidance.
40. The meetings should take place within 15 school days of 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**

41. A managed move or a placement in alternative provision will still be considered by the school, if the child is at risk of exclusion.
42. A managed move is voluntary and can only be triggered if there is agreement from both schools and the parent/carer.
43. 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 an alternative provision placement must only be initiated if it is safe to do so.

#### **Use of reasonable force**

44. 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 child, or prevent them taking the necessary action to prevent a child causing harm.
45. 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.
46. A risk assessment will be undertaken for children 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 children requiring physical intervention to be safely accommodated in school.
47. Following a risk assessment, the school may decide that children who are a high risk should continue with home learning.
48. 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.
49. Following the physical intervention, the child will be isolated and parents/carers will be informed of the incident and advised to collect their child.
50. Following a risk assessment and a discussion with child and parents/carers, the child should return to school unless it is deemed unsafe to do so.
51. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.
52. Serious incidents involving the use of force will be recorded and reported to parents/carers.
53. In deciding what constitutes a serious incident, the Headteacher will use their professional judgement and consider the following:
- child's behaviour and level of risk presented at the time of the incident
  - degree of force used
  - effect on the child or member of staff
  - the child's age

## Review and adaptation

54. Leaders will keep the arrangements detailed in this annex under review, initially on a daily basis. Risk assessments for individual children will be monitored by the deputy Headteacher and SENDCO. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and children. A thorough review of the annex will be undertaken at each phase of reopening, as the numbers of children admitted to school alters.

Useful resources to support behaviour in schools as they reopen to more children

- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> - advice on understanding the link between mental health and behaviour.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/602487/Tom\\_Bennett\\_Independent\\_Review\\_of\\_Behaviour\\_in\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf) - Tom Bennett's independent review on behaviour in schools and the government's response.
- <https://www.adversechildhoodexperiences.co.uk/aces> - advice on dealing with children who have suffered from adverse childhood experiences.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) - statutory guidance for exclusions.
- <https://www.place2be.org.uk/coronavirus> - advice from a children's mental health charity that provides counselling and mental health support and training in UK schools.