

IPAT ADDENDUM TO SCHOOL BEHAVIOUR POLICIES

Overview Pupils need a calm, orderly and disciplined environment which gives them security and allows them to flourish. The challenges that school leaders face when reopening schools are wide-ranging and complex: they will need to establish and normalise routines and expectations whilst mitigating the risk of contracting and spreading COVID-19. Some pupils will return to school having been exposed to adversity including bereavement and long-term anxiety. Their experiences during lockdown could culminate in an increased prevalence of social, emotional and mental health (SEMH) concerns. Within a short timeframe, school leaders will need to:

- define the behaviour they wish to see and reset the school culture accordingly
- develop sensible, straightforward rules and routines to maintain a safe, orderly environment
- predict scenarios where poor behaviour may occur and plan mitigating action
- identify the specific pupils who may find the new expectations particularly challenging and decide on the right action to take to support them
- induct staff regarding the revised expectations
- train pupils in what is required of them
- implement the behaviour management policy consistently, rigorously, openly and fairly
- communicate expectations clearly to parents to provide them with reassurance
 - review and adjust procedures in a

timely way. **Statutory guidance**

- The DfE recognises that it is important for schools to be calm and disciplined environments, where everyone follows the rules. They have advised schools that before they reopen, schools should update their behaviour policy (or create an addendum) to reflect the rules and routines that underpin protective measures. The behaviour policy should also include appropriate consequences (such as sanctions and rewards).
- Staff should ensure that pupils understand the rules and they must be enforced rigorously in the interests of everyone's safety.
- Schools are encouraged to reboot for the 'new normal' using the approach to behaviour set out in Creating a culture: how school leaders can optimise behaviour.
- Where pupils have SEND, their provision may have been disrupted during partial school closure and this may have an impact on their behaviour. Some children will need additional support and access to external services. For children with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.
- The disciplinary powers that schools currently have, including exclusion, remain in place. Headteachers retain the power to exclude pupils on disciplinary grounds. The statutory guidance for those with legal responsibilities in relation to exclusion still applies. Permanent exclusion remains an option and 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 impact of coronavirus upon the timeframes set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 has also been recognised; however, they remain in force. The government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and Independent Review Panels, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. **Useful resources to support behaviour**

- <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 - Tom Bennett's independent review on behaviour in schools and the government's response.
- <https://www.adversechildhoodexperiences.co.uk/aces> - advice on dealing with pupils 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 - 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.

ADDENDUM

Introduction

- 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 EHCPs and children of key workers critical to the COVID-19 response.
- 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. Staff 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.
- Culture is created in school by establishing behavioural norms and ensuring that these are taught explicitly and over-corrected where necessary to ensure that 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.
- This addendum identifies the minimum behavioural norms that are expected during the coronavirus pandemic. **Guiding principles**
- ***Behaviour will be taught.*** Routines and expectations will be taught explicitly. The teaching of behaviour will be clearly planned. The school leader 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.
- ***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.

- **Communication with pupils will build their confidence.** Leaders will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. These will include online materials and/or other means. The communication will be tailored so that it is age-appropriate and takes account of pupils with SEND.

- **Parents will be fully informed.** Leaders 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

- **Boundaries will be clear.** Pupils will be taught that they have a responsibility to keep themselves and others safe. Rules will be applied consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable. **Key priorities**

- Vulnerable pupils include those with an EHCP 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.

- Leaders will build confidence among parents, pupils and staff around the safe reopening of school to pupils.

- Leaders will ensure that the guidance from PHE is followed

meticulously. **Behavioural norms**

- 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.

- 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.

- 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.

- Pupils will intuitively look for cues for behavioural norms. Staff will respond in consistent ways to reinforce expectations, using the principle that *'what we permit, we promote.'*

- A new document will be compiled detailing behavioural norms and contextual considerations. This document will set out the school's cultural expectations unequivocally, 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:

Arrival at school Arrival is managed by senior leaders with support from other 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 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. **Line up** Pupils 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 and an opportunity to remind pupils about new routines and expectations. A *signal for silence* will be indicated which will be the norm to support the management of a group. Designated staff will control the staggered entry into the building. **Movement around school** Non-essential movement around school will be avoided. Leaders will introduce systems to prevent mass queuing at break or lunch time. 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. **Classroom expectations** Pupils will not 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. Pupils who are eating in dining rooms will be allocated seats in the same way as in classrooms with their food delivered to them. This will avoid the need for queuing. Some arrangements may be made for pupils to eat in classroom bases or outside, depending on the weather. Staff will supervise pupils and ensure that social distancing guidance is observed. **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. Senior leaders will supervise the 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. Parents will collect their children from designated areas and they will be advised to maintain the social distancing rules.

Pupil code of conduct

- 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. 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.

- 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 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.
- In computer rooms, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher.
- 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 reprimand 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
 - missing social times at break or lunch time
 - instigating a Behaviour Support Plan
 - isolation to reduce the impact of behaviours upon other pupils and staff
 - exclusion
- Isolation is to be sanctioned by a senior leader for the following reasons:
 - o persistent or serious disruption or defiance or impact on health and safety
 - o to allow an investigation into a serious behaviour incident and/or a decision on next steps
 - o deliberate failure to adhere to the protective measures will be deemed as a serious breach of the policy
 - o coughing or spitting at or towards any other person will be deemed as a serious breach of the policy.

- Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school'
- 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**
 - At certain stages in a child'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)
 - Leaders and teachers within the school, with the support of the 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 EHCPs for those pupils who hold them, pupil support 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 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

- For pupils with SEND , a risk assessment will be completed to ensure risks are mitigated in a safe way.

Support plans will be updated as a result. **Use of reasonable force**

- 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.
- 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 Leader 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 **Exclusion**

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

lawful, rational, reasonable, fair and proportionate.

- All exclusions will be made in line with the government guidance and by following the trust's exclusions procedures. The school will have due regard for the following when making these decisions: o DfE – Exclusion from maintained schools, academies and pupil referral units; o DfE – Behaviour and Discipline in Schools; o The Disability and Discrimination Act; o The Equality Act 2010; o Keeping Children Safe in Education; o The Children's Act (with particular reference to Children in the Care of the Local Authority).
- 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/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.
- The school will notify parents/carers immediately by telephone of the decision to exclude. The decision will be communicated in writing without delay.