



THE DISTRICT

CE PRIMARY SCHOOL

Behaviour and Well-being Policy

| | |
|--------------------------------|-------------------------------|
| Chair of Governors | Mr F Maguire |
| Headteacher | Mrs L Shelford |
| Date adopted: June 2020 | Review Date: June 2021 |

The caring path to achievement, reflecting the values of Christ.

In schools

'all strategies, interventions and learning activities take place in the context of a complex web of relationships. In fact, all of life takes place within the context of relationships'.

The Trauma and Attachment Aware Classroom. 2020

At The District CE Primary School, we pay close attention to developing and promoting positive and nurturing relationships. Without doubt, these strong relationships do not detract from academic achievement; they support and encourage it. We recognise that a child's path to achievement and high aspirations begin with the quality of relationships and the culture within schools.

Our school-based practice is informed by evidence-based research and a trauma informed approach. As Dr Sandra Bloom (2007) noted, "Understanding trauma is not just about acquiring knowledge. It's about changing the way you view the world. It's about changing the paradigm from 'What is wrong with you? To 'What happened to you?' We seek to know and understand all our children and families.

In our school community, all adults are prepared and equipped to recognise and respond to those who have been impacted by adverse childhood experiences (ACEs) and traumatic stress. Our children are provided with clear expectations and communication strategies to guide them at times of stress and uncertainty. We know and understand that childhood experiences can compromise all aspects of child development, including: cognitive processing, ability to trust self and others, identity, tolerance, self-regulation and morals, attitudes and values.

Aim

Our overarching aim is to provide a child centred culture and ethos, built on positive relationships between all.

We aim to:

- Demonstrate our commitment to building trust and relationships, with the child and the whole family.
- Ensure a consistent empathetic approach, developing authentic personal development and behaviour practices.
- Help and support children to develop the skills and tools to cope in challenging, stressful and extreme situations.
- Define how pupils are expected to behave, and what is considered to be unacceptable behaviour.
- Promote positive attitudes to learning and enable children to achieve success.
- Ensure ongoing professional development to maintain a skilled workforce, who are confident and competent in working with children and families.
- Provide clear guidelines on the consistent use of rewards and sanctions.
- Work in partnership with parents and carers to ensure a consistent, joined up approach.
- Work with external agencies to achieve the best possible outcomes.

Ready, Respectful, Safe.

Our Christian values are at the heart of our practice:

Love

Trust

Friendship

Compassion

Forgiveness

Endurance

Our school rule of **Ready, Respectful, Safe**, embodies our values and our belief that 'I really do matter too'. Policy and practice is underpinned by key expectations to achieve consistency and success:

1. Calm, consistent adult behaviour.
2. Consistent and rigorous routines.
3. Attention to excellent conduct.
4. Using agreed scripts difficult interactions and interventions.
5. Restorative follow up for children and adults.

At the District CE we have taken a holistic approach, which incorporates positive behaviour management, personal and social development and emotional health and well-being. Our inclusion and pastoral team have specific roles and responsibilities to ensure that the diverse needs of pupils and families are met.

| Name | Role | Focus Area |
|------------------|-------------------------|--|
| Lavern Shelford | Headteacher | SENCo Strategic lead for Inclusion and Pastoral Team |
| Claire Ryder | DHT | Designated Teacher Teaching and learning Pupil Premium |
| Tracey Seaman | AHT | Curriculum (inc. extra-curricular) |
| Sue Swift | DSL - Safeguarding Lead | Early Help & Intervention Pastoral Lead Attendance Parenting |
| Cath Clark | AHT | KS2 SEND and behaviour lead |
| Zoe Miles | Class teacher & TLR | EYs & KS1 SEND |
| Michelle Barrow | Class teacher & TLR | Personal Development RSE&H (early adopter school) SMSC/RE/worship (CVs/BVs) PSHE Rights Respecting School & School Council |
| Sarah Fyles | Nursery Teacher | SSTEWS |
| David Atkinson | Computing Lead | E Safety |
| Gemma Davies | PE & Sport Lead | Active lifestyles & extra-curricular |
| Donna Barker | Pastoral Manager | Pastoral Intervention Attendance Early Help Parenting Mental Health First Aider L2 Counselling Young Carers Champion |
| Gemma Holcroft | HLTA | Nurture Lead Elklan Champion |
| Karen Knox | LSA L3 | Behaviour Early Intervention Stonewall Champion |
| Lorna Poole | LSA L3 | SEND Assistant Mental Health and Well-being Champion EAL Champion Art based intervention L2 Counselling |
| Sarah Leonard | LSA L2 | ASD Champion |
| Amanda Thackray | LSA L3 | EYs Well-being Champion |
| Stephanie Easton | LSA L2 | Sensory Support Lead/Story Massage |

We have developed a graduated approach (see appendix 1) to support pupils who demonstrate behavioural needs. This is a graduated approach and draws on a range of in house interventions and strategies, as well as close partnership working with health, education and social care support services.

Many of our children suffer from ACEs and all our staff are trained in identifying and understanding the impact these may have on pupils' in school. We use Beacon House resources to inform and support our work with pupils and families, and a range of assessment tools, e.g. The Boxall profile, SDQs, etc. to inform practice and provision for individual pupils.

The Thrive Framework helps to support the identification of need and provision of intervention, support and services (see provision map in appendix 2). There are five categories within the Thrive Framework: thriving, getting advice, getting help, getting more help and getting risk support.

The framework and school plan is used to inform continuous professional development and signpost staff to available resources and advice. This approach recognises the importance of professional development, shared decision-making and enables the development of core skills and knowledge needed to meet the wide range of mental health needs.

The Thrive approach:

- Equips school staff, with a range of skills and techniques that improve wellbeing and resilience and promote positive mental health.
- Ensures that the skills gained are sustainable and increase confidence and capacity to support children to improve mental health.
- Supports and enables staff to recognise when to refer to services, as children require additional specialised support.



1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

(See appendix 1 – Defined behaviours and sanctions)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, sexual gestures, unwanted physical attention, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

3. Roles and responsibilities

The governing board

The District CE governing body is responsible for reviewing and approving this policy in conjunction with the headteacher. They monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and agreeing this policy in conjunction with the governing body. The headteacher will ensure that this policy is fully implemented and embedded within The District CE school ethos and learning environment. Regular monitoring takes place to ensure consistency of approach and to identify any training requirements.

Staff

Staff are responsible for consistent adult behaviour; it is the only behaviour over which we have absolute control. Staff will:

- Implement our policy with visible consistency
- Teach and re-teach expected behaviours
- Define the expected behaviour (recognition board)
- Provide a personalised approach to the specific needs of pupils
- Record behaviour incidents on Sims.
- Demonstrate deliberate 'botheredness' – 'botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship building done properly, in slow motion. Gentle, kind and caring'. (Paul Dix 2017).

Staff use key routines to support the ethos for learning:

- **Getting the class silent and ready for learning** - they may use positive language, countdowns, timers, specific phrases – eyes on me, etc.
- **Setting the class to work** – time and task (time/deadline before the task), resources, outcomes expected, groupings, stop signal.
- **Reflective questioning** – pausing the lesson informed by teacher judgement, to lead and adapt the learning.
- **Elicit success criteria** – developing autonomy, empowerment and ownership of behaviour and learning.

The leadership team provide support to staff in responding to behaviour incidents. In the first instance, staff should seek advice as set out below:

| Early Years | KS1 | KS2 |
|--------------------------|----------------------------|---------------------------------------|
| Zoe Miles – EYS/KS1 SEND | Zoe Miles – EYS/KS1 SEND | Cath Clark – AHT Behaviour & KS2 SEND |
| Kirsty Hughes – EYs Lead | Cath Clark – AHT Behaviour | |
| Tracey Seaman – AHT | | |
| Claire Ryder - DHT | | |
| Lavern Shelford - HT | | |

Other identified staff are also able to offer support, advice and guidance (see table on page 3).

Parent and Carer Partnership

Parents are expected to:

- Support their child in adhering to our school rule of 'Ready, Respectful, Safe'.
- Inform the school of any changes in circumstances that may affect their child's well-being or behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Parents and carers act in partnership with the school and have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage good behaviour at home. We share our Home School Agreement annually with parents in the autumn term and discuss our behavioural expectations. Parents are able to access support and advice from our pastoral

team and we offer an in-house parenting programme. We are also able to refer families for Triple P Parenting. Staff use their knowledge and training in 'reducing parental conflict' between those parents who are separated, to support the family and reduce the negative impact upon the child's mental health and well-being

4. Pupil code of conduct

Our pupils have decided as District learners, they will:

- Be District proud!
- Be ready for learning.
- Be on time, be awake, be alert.
- Choose to do the right thing
- Say 'I can't **yet!**'
- Be a good listener.
- Persevere and try hard.
- Support others to learn together.
- Try tricky things and don't worry about failing.
- Share any worries.
- Work hard, even when no one is looking.
- Learn from mistakes.

Our one school rule of Ready, Respectful, Safe implicitly encompasses our behavioural expectations of:

- Being orderly and self-controlled.
- Demonstrating respect towards others.
- Corridor calm.
- Treating property and buildings with respect.
- Wearing the correct uniform.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school into disrepute, including when outside school.

Mobile Phones

- Pupils are not allowed a mobile phone in class and must not use it on school grounds. Any pupils who bring a mobile phone to school must store it in the locked box. This will be stored in the school office during the school day.
- Pupils should expect the mobile phone or other electrical equipment to be confiscated by a member of staff if they do not follow the agreed procedure for safe storage.
- Any incident involving recording, photographing or videoing will be treated very seriously and will be dealt with promptly. This will usually involve confiscation of the phone/equipment and discussions with parents. It could also result in police involvement.

5. Early intervention, rewards and sanctions

Teachers use a wide range of strategies to support emotional well-being (zones of regulation), promote positive behaviour and 'making the right choice'. They use class recognition boards to routinely advertise the behaviour/s they do want. Pupils' names are added when the behaviour is observed – this may be a social or a learning behaviour. When pupils make appropriate choices, positive behaviour is also rewarded with:

- Praise.
- Dojos.
- Celebration certificates.
- Postcards or phone calls home to parents.
- Special responsibilities/privileges.
- Raffle tickets/prize box.
- Other strategies that class teachers deem appropriate.

Each half term we hold a pupil and parent class citizen celebration tea party. Pupils who uphold our agreed values and demonstrate excellent citizenship skills/attitudes are invited to attend with an adult of their choice.

Although we focus relentlessly on positive behaviour, there are times when sanctions are used in response to unacceptable behaviour (see appendix 3). When sanctions are imposed staff should follow this up with a restorative conversation adapted to the child's age and stage of development:

- **What happened?** Listen carefully to the child's account. Give your account from your perspective without judgement.
- **What were you thinking at the time?** Allow the pupil to reconsider their actions.
- **What have you thought since?** Allow the pupil to share a change of attitude or give an apology.
- **How did this make people feel?** Ensure the child has an opportunity to consider others and think about the impact on their peers.
- **Who has been affected and how?** Enable the child to see the bigger picture.
- **What shall we do to put things right?**
- **Can we do things differently in the future?**

Malicious allegations

Where a pupil makes an accusation against a member of staff, the Child Protection Policy and procedure for referring to the LADO (Local Authority Designated Officer) will be implemented. If the accusation is shown to have been malicious, the headteacher and Chair of Governors will meet with the parents/carers to agree the outcome and consequences in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

6. Behaviour management

Teaching and support staff are responsible for developing relationships and setting the tone and context for positive behaviour within the classroom. In order to achieve excellent behaviour for learning and ensure pupil well-being, all staff are required to:

- Adhere to the agreed school systems, procedures and policy, including displaying the agreed school rule, pupil charter and implementing the recognition board approach.
- Consistently teach and model the agreed expectations.
- Establish clear, consistent routines.
- Deliver quality first teaching.
- Create and maintain a stimulating environment that encourages pupils to engage in learning.
- Be well prepared, organised and punctual.
- Develop positive relationships and welcome pupils warmly as they arrive in class.
- Conclude the day positively and start the next day afresh.
- Be observant to pupils' needs and draw on additional in school and external support as required.

Positive Handling and Physical Contact

Physical contact can take many forms and does not always involve restraint. It can mean supporting, comforting, reassuring, relaxing and safeguarding. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder/extreme disruption.
- Hurting themselves or others.
- Damaging property.

De-escalation/CALM approach and pre-emptive strategies must always be deployed in the first instance and staff need to be sensitive to individual pupil differences and preferences.

C ommunication (stance, posture, gesture, facial expression, tone, scripts)

A wareness and assessment (reading behaviour, anticipating what might happen next, handling plan)

L istening and learning (give time and space, allow pauses, give them a way out)

M aking safe (objects, space, hotspots, safety responses)

Positive handling must only be implemented by staff who are Team Teach trained and:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment - it is always unlawful to use force as a punishment.
- Be recorded and reported to parents.

Children who require positive handling will always have a PHP (Positive Handling Plan). This will be agreed and signed by parents.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These may include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

There are a range of additional school based interventions, strategies and support to meet individual pupil needs. These are a few examples:

- APDRs
- Nurture groups.
- Early Years well-being group.
- Alternative curriculum provision.
- Restorative lunchtime provision.
- Inclusion space - allocated key worker approach to ease transitions in school

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year group, pupils have transition days with their new teacher. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff

at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Exclusion

In cases of persistent unacceptable behaviour, extreme isolated incidents and/or where other interventions, sanctions and strategies have been exhausted exclusion may occur. Initially, any exclusion will be for a temporary fixed term, but if necessary permanent exclusion may be considered (in consultation with the Governing Body). School will follow the current Government guidance whenever exclusion is being considered.

Monitoring arrangements

The headteacher and learning and progress committee will review and approve this behaviour policy each academic year.

Other relevant policies and documentation:

Safeguarding Policy

Inclusion Policy

Attendance Policy

Home/School Agreement

Anti-Bullying Policy

Mental Health and Well-being Policy

STARs Incredible Years Classroom Management Resources (KS1 teachers)

Beacon House <https://beaconhouse.org.uk/resources/>

When the Adult Changes Everything Changes. Paul Dix. 2017

The Trauma and Attachment Aware Classroom. Rebecca Brooks. 2020.

EEF Improving Behaviour in Schools. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

EEF Social and Emotional Learning. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Behaviour and discipline in schools. DfE, January 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Use of Reasonable Force in Schools. DfE. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion
September 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

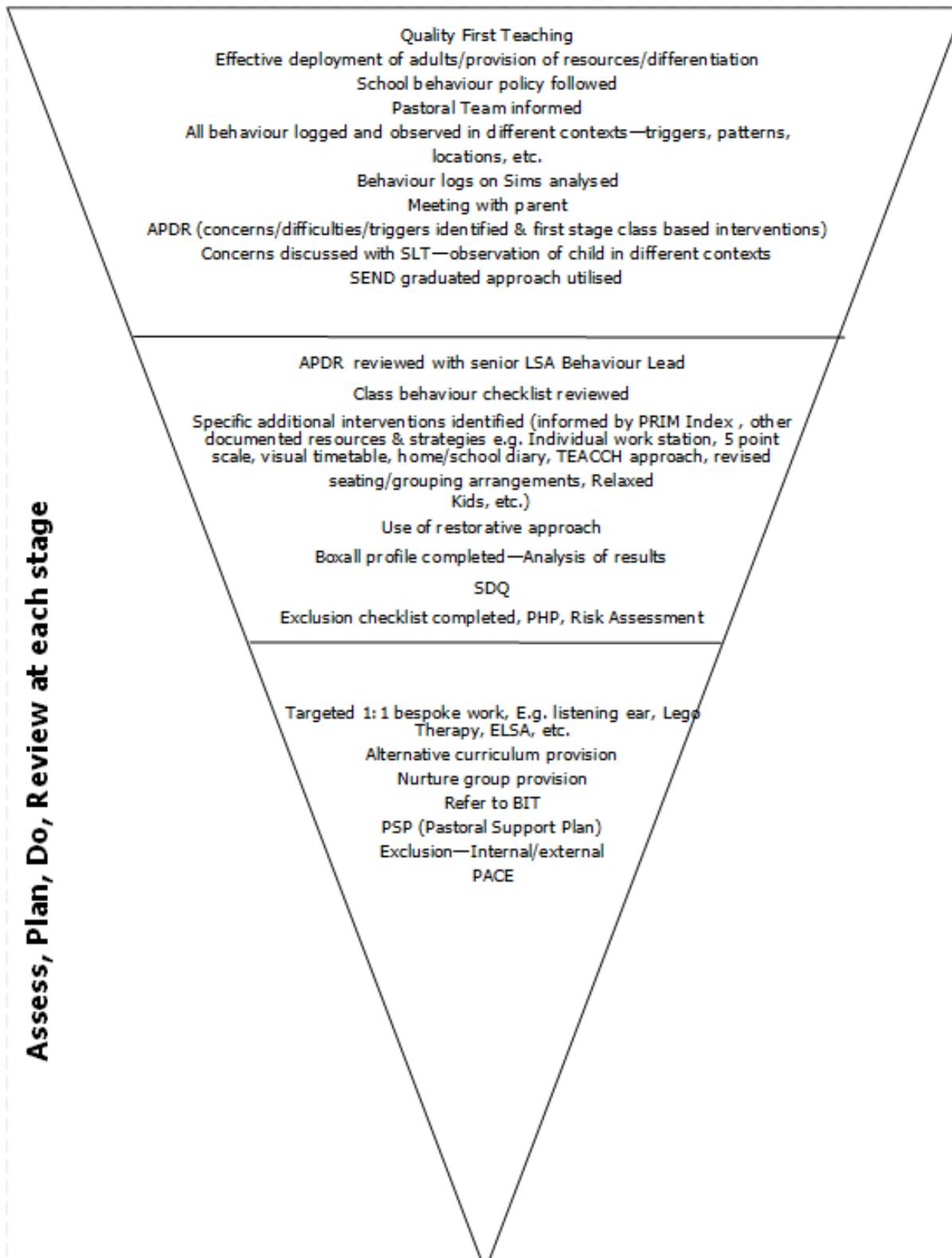
Signed:

Chair of Governors:

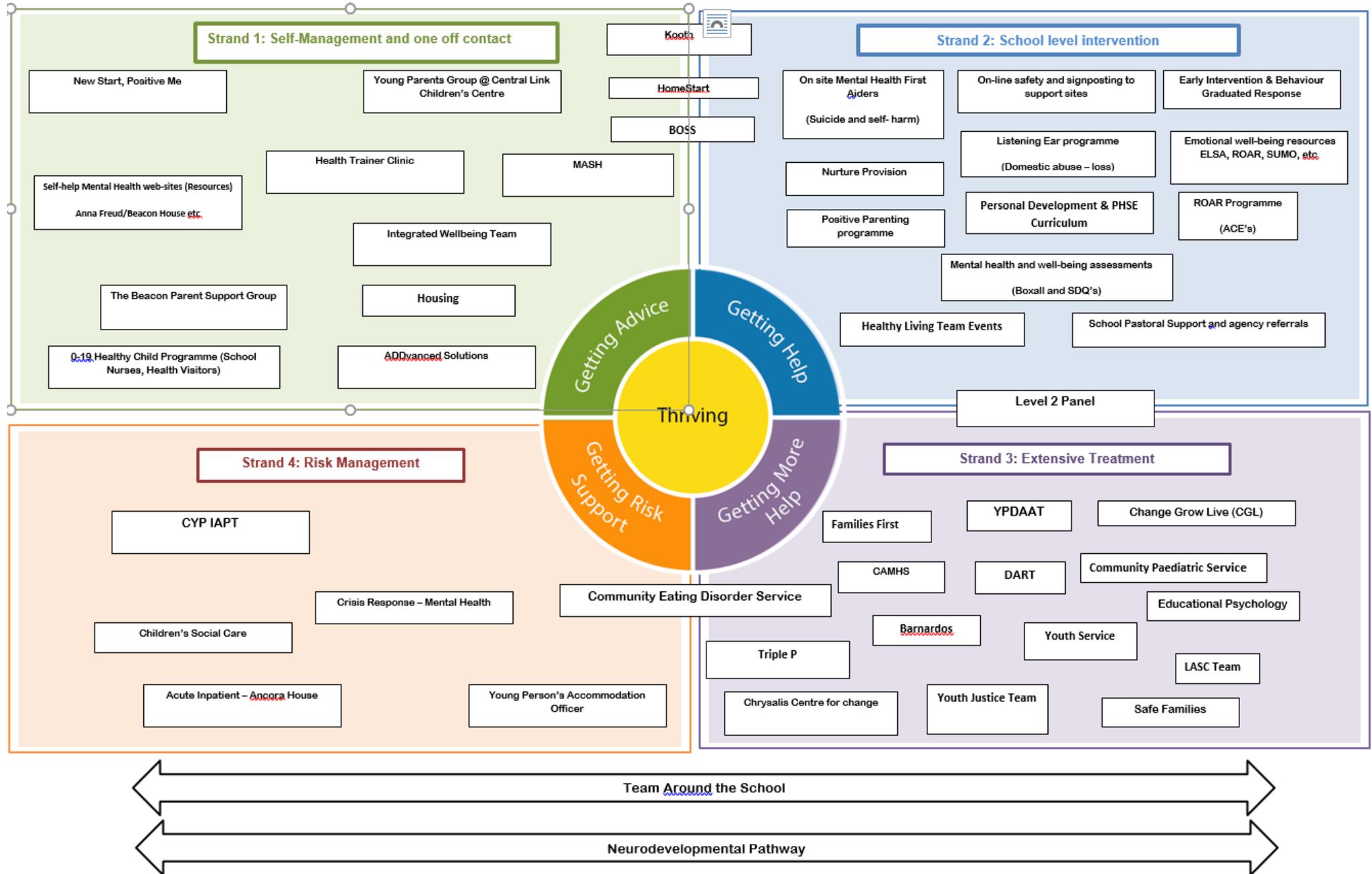
Headteacher:

Date:

Graduated Approach—Behaviour



Appendix 2 (DRAFT Provision Map)



Appendix 3

Behaviour Intervention – Actions and Sanctions

Recognise the positives!

- Incidental spotting and praising
- Focus on behaviour that is 'over and above'
- Positive note to the pupil – from teacher/from peers
- Feedback to parents at the end of the school day
- Allocate class responsibilities
- Record on class recognition board
- 10 minute reward of own choice
- Friday phone call, postcard, photocopied work home or text
- Recognition - take to Headteacher/member of SLT
- Raffle ticket incentive

| Teacher Intervention | Sanction guidance |
|---|--|
| <ul style="list-style-type: none"> • Shouting out • Unsafe movement around school • Ignoring instructions • Off task • Interrupting the teacher • Attention seeking, answering back, rudeness, etc. • Hindering others from working • In trouble at playtimes | <ul style="list-style-type: none"> • Reminder of the simple rules – ready, respectful, safe. • Clear verbal caution delivered privately – make child aware of their behaviour and clearly outline the consequences. Use 'Think carefully about your next step'. • Refer to previous examples of good behaviour. • Use of non-verbal message, eye contact, body language. • Giving choices leaving the pupil with responsibility for the consequences. • Time out with an identified member of staff (thinking/calming time). • Catch up/payback time (short period at break/lunch or in the evening at home). • Discuss behaviour with parent/carer if persistent. |

| Pastoral Team Intervention | Actions & sanction guidance |
|--|---|
| <ul style="list-style-type: none"> • Refusal to work • Use of inappropriate language • Use of homophobic language or other derogatory terms <p>Increasingly:</p> <ul style="list-style-type: none"> • Defiant • Disrupting learning • Disrespecting adults • Threatening behaviour towards other children | <ul style="list-style-type: none"> • Meeting with parent, pupil and teacher. • Behaviour APDR initiated, with agreed sanctions and targeted intervention if required. • Warning and reminder of expected behaviour. • Reseating plan. • Restorative activity e.g. letter of apology, etc. • Inclusion – community pay back supported by a key adult, e.g. supporting younger children in school, work in the outdoor environment, help with specific jobs |

| Leadership Team Intervention | Actions & sanction guidance |
|--|---|
| <ul style="list-style-type: none"> • Persistent bad language/verbal abuse • Violence against another child or adult • Threatening or violent behaviour against staff/parents or other children • Vandalism of the school building/property or theft • Persistent bullying • Major disruption of classroom activity • Repeated offences of homophobic/racist and other derogatory terms • Smoking/drug/alcohol related incident | <ul style="list-style-type: none"> • Meeting with parent, pupil, pastoral, teach and senior leader. • Review of APDR, with agreed targeted intervention. • Referral to the Behaviour Improvement Team • Withdrawal/removal of privileges. • Lunchtime or fixed term exclusion. • EHAT or multi-agency response. • PSP – Pastoral support plan. • May result in exclusion. |

Appendix 4**Class Checklist – Have these strategies been tried and implemented?**

Name of child:

| Strategies | Notes |
|---|--------------|
| Daily meet and greet with known member of staff | |
| Individual visual timetable and/or instruction sheets | |
| Visual reminders re expectations (personalised) | |
| Behaviour card to earn rewards or other individualised system | |
| Help scripts or language prompts | |
| 5 point scale | |
| Individual workstation (in an accessible position, preferably near to the classroom door) | |
| Materials/resources available and well organised | |
| Provision for a movement/sensory break | |
| Adaptations to teaching delivery – short input, chunking of tasks, multisensory learning, pace adapted, non-verbal aspects, etc. | |
| Preparing child for changes in routine/adaptations to routines to meet need | |
| Calming strategies | |
| Recognition board (individual if required) | |
| Prompts or scaffolds to promote independent working/alternative forms of recording | |
| Change of adult/offer of a limited choice | |

| | |
|--|--|
| Boardmaker symbols/visuals | |
| Meeting with parent/carer and an APDR | |

Specific teaching of regulation strategies or executive functioning skills
Steps are taken to de-escalate (following the de-escalation checklist overleaf)

De-escalation

| |
|---|
| Describe common behaviours/situations which are causing a concern: |
|---|

Supportive intervention strategies/CALMING behaviours

- ✓ Reassurance
- ✓ C.A.L.M talking/stance
- ✓ Choices/limits
- ✓ Help scripts
- ✓ Humour
- ✓ Planned ignoring
- ✓ Distraction
- ✓ Cool off/movement break (supported by an adult). If this is used would suggest that the child indicates that they require a cool off period/movement break. Provide visual symbols (limited no to be used per day).
- ✓ Adult swap
- ✓ Success reminder – set up a 'Joy Jar'. Child records successes on a post it as they happen and put in their jar. These are revisited when child has calmed to recall when child has done well/made the right choices, etc.
- ✓ Time out (working with an adult/or within another classroom environment)
- ✓ Consequences

Appendix 5

Pre-Exclusion Checklist

| Name of Pupil | Class | Academic Year |
|--|-------|---------------|
| Strategy | ✓ | Notes |
| Behaviour Buddy | | |
| Remove the triggers | | |
| Additional Responsibilities for the child | | |
| Visual Timetable | | |
| Individual Reward System | | |
| Meetings with parents / carers | | |
| Parents discuss with GP | | |
| Referral to Paediatrician or other relevant agencies | | |
| APDR | | |
| APDR+/Personalised intervention | | |
| Pastoral | | |
| Early Help | | |
| Referral to BIT | | |
| Individual Risk Assessment | | |
| Positive Handling Plan | | |
| PSP | | |
| Nurture | | |
| Counselling | | |
| Other outreach referral / Support | | |
| Social Care referral | | |
| EP Referral / Involvement | | |
| Weekly Parent Meetings | | |
| 1:1 Support | | |
| 1:2 Support | | |
| Parents supporting the child in school | | |
| Behaviour Contract | | |
| Internal Exclusion | | |
| Reduced Timetable | | |
| Present to PACE panel | | |
| Other: | | |
| | | |
| | | |

Addendum to the Behaviour Policy – Response to COVID 19 Pandemic

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 with Education, Health and Care plans (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. 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.

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.

This addendum supplements the current Behaviour and Well-being Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

Guiding principles

- Behaviour will be taught. Routines, expectations and procedures will be taught explicitly by school staff.
- The teaching of behaviour will be clearly planned.
- 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.
- Separate risk assessments will be produced for pupils who exhibit challenging behaviours.
- Leaders will ensure that appropriate and effective measures are in place for communicating with parents about expectations upon returning to school. The communication is tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities. The school will encourage parents to share concerns and ask questions.
- Boundaries will be clear. We will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules and expectations 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 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.
- Leaders will build confidence among parents, pupils and staff around the safe reopening of school to pupils, through proactive communications.
- Leaders will ensure that the guidance from Public Health England is followed meticulously.

Behavioural norms

- Behavioural expectations will be taught in order to build a safe and calm culture in which pupils will feel secure.
- Clearly established rules, routines and boundaries will be consistently applied. Class teachers will specifically teach and clarify these expectations through the welcome back to school presentation and daily monitoring and reinforcing of the agreed expectations, for example:
 - Maintaining social distancing (as age appropriate). There must be no physical contact of any type at any time. This includes horseplay, hugging, handshakes, etc.
 - Hygiene procedures on entry to school and during the school day.
 - Toileting procedures.
 - Corridor calm expectations.

- Use of resources.
 - Catch it, kill it, bin it approach when you cough or sneeze and avoid touching your mouth, nose and eyes. Sanitise hands after disposing of tissues.
 - There must be no coughing or spitting at or towards any other person.
 - Class seating arrangements/expectations re movement around class/requesting support from the teacher/TA.
 - Do not share belongings with others and do not handle other people's belongings.
 - Expectations around the use of any shared resources, e.g. teach children to wipe iPads before use as instructed by the teacher.
 - Expectations in PE/extracurricular activity.
 - Expectations around outdoor play – remaining in group bubble, maintaining distance and speaking calmly.
 - A signal for silence will be indicated by the raised hand of a member of staff. This will be the norm to support the management of a group in all contexts.
 - Teach children to tell an adult if they feel they are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 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.
 - The behavioural norms expected will be taught explicitly and effectively and communicated with parents/carers. They also include:
 - Travel arrangements to school and the use of public transport.
 - Arrival at school is managed by identified staff at each planned entry point. Pupils will arrive between 8.40-8.55am and specific gates are used for entrance and exit. Entry to the school premises will be a positive and welcoming start to the day. The role of staff is to ease tensions and anxiety, whilst ensuring that pupils are social distancing and that they wash/sanitise their hands upon entry. Pupils who arrive late will enter via the front entrance, requested to sanitise their hands, before being accompanied to the most appropriate year group bathroom to wash their hands.
 - Non-essential movement around school will be avoided. Only two pupils per class will be allowed to use the toilets at any one time and children must wait if there are two pupils in the bathroom.
 - Movement at lunchtime and during break will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of pupils.
 - Staff will welcome pupils into their classroom from a socially distanced position and maintain a physical presence at the front of the room.
 - Pupils will be made aware of their seating positions as they arrive in their room; this will prevent confusion and unnecessary wandering within the classroom. The seating plan is non-negotiable.
 - Each pupil (Y2-Y6) will be supplied with their own stationery set. Pupils cannot loan equipment from another pupil.
 - Staff must ensure a controlled exit from the classroom and off the playground. This will be rehearsed and modelled to make expectations clear. Pupils will be asked to stand behind their chairs 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, maintain social distancing measures and to maintain the integrity of define bubbles.
 - Pupils who are eating in dining rooms or halls will be allocated seats in the same way as in classrooms with their food delivered to them. The staffing rota will ensure effective supervision.
 - At the end of the school day pupils will leave the classroom in the agreed manner. They will use hand sanitiser and multiple exit points will be used to stagger the flow of movement. Pupils will be dismissed from school in their bubbles. Senior leaders and pastoral staff will be on duty to supervise the exit routes. Parents will collect their children from designated areas and they will be advised to maintain the social distancing rules.

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, as outlined in our sanction guidance (appendix 3).

If a pupil is isolated from the wider class for a serious breach of the rules/expectations, they will be supervised by a member at all times. This sanction must only be used due to:

- Persistent or serious disruption or defiance.
- To allow an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps.
- Where behaviour has seriously disrupted the learning and or health and safety of others.
- For a period of reflection following an investigation into a serious incident

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school.'

Reasonable adjustments

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).
- Adverse Childhood Experiences (ACE).
- Special Educational Needs and Disabilities (SEND).

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 APDRs/PSPs 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:

- 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.

Additional risk assessments may be completed to ensure risks for specific pupils are mitigated in a safe way. Support plans will be updated as a result.

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 taking the necessary action to prevent a pupil causing harm.

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.

Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. Staff may wish to bring a change of clothing who are working with children who may require physical intervention.

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

Review and adaptation

This addendum is in addition to our school behaviour and well-being policy, all aspects of our policy will remain in place throughout this period. This is additional information to support pupils and staff during the COVID pandemic. Leaders will keep the arrangements detailed in this addendum under review, initially on a daily basis. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils.