



*Creative  
Education  
Trust*

## **Behaviour Policy - Covid-19 Addendum 27<sup>th</sup> August 2020 until further notice**

From September 2020 all children are expected back in school. On 26<sup>th</sup> August new measures came into place from the Department for Education requiring children to wear masks at the discretion of the Principal/Headteacher or as mandated by a local lockdown. This addendum of the Behaviour Policy must be followed alongside the Behaviour Policy – September 2018.

### **Guiding principles:**

1. ***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 and all expectations will be clearly articulated to all staff.
2. ***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 are expected to exhibit challenging behaviours.
3. ***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. The communication will be tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities.
4. ***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.
5. ***Boundaries will be clear.*** Staff will teach pupils 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:**

6. 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 should receive a risk assessment as appropriate.

7. Leaders will build confidence among parents, pupils and staff around the safe reopening of school to pupils by communicating clearly and frequently, particularly when new behaviour routines are necessary.
8. Leaders will ensure that the guidance from Public Health England is followed as per the Trust action plan and risk assessment procedures.
9. To ensure the safety of staff and students, the Trust Action Plan details specific guidance on the following:
  - Travel arrangements to school
  - Arrival at school
  - Movement around school
  - Classroom expectations
  - Break time and lunch times
  - End of school

#### **Pupil Conduct:**

10. The behaviour protocols for the school remain 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 those protocols:
  - 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.
  - If face coverings are not mandatory in your school, you must ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
  - If face coverings are mandatory, you must follow the guidance given to you by your teachers on the safe application and removal of your face coverings.
  - If face coverings are mandatory you must wear them where and when you are instructed to do so by school staff unless you are exempt
  - Your face covering must not include offensive or distracting patterns, symbols or words.
  - You must bring a sealable plastic bag to keep your face covering in when not in use.



- There must be no coughing or spitting at or towards any other person. These actions will be taken very seriously and sanctioned as such.
- 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:**

11. 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.
12. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy.
13. Any pupil who has shown a tendency to spit at pupils or staff should be subject to an individual risk assessment before the decision is taken to allow that pupil to return to school. Refusal to follow health and safety guidelines, including deliberate coughing or spitting at or towards any other person will be deemed as a serious breach of the school's behaviour policy. Any pupil who does this will need a risk assessment to establish whether they are safe to return to school. If they are deemed unsafe, the school will ensure that they have the appropriate resources to continue their studies at home unless a permanent exclusion is warranted.
14. As part of a planned return to school following a fixed term exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

#### **Reasonable adjustments:**

15. 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)



16. Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or individual education plans / pupil support plans for those with additional needs but without an EHCP.
17. 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 be limited to:
  - preview of new behavioural norms and perhaps a visit to school
  - additional support for the arrival and exit from school
  - additional support to adhere to break and lunch time norms
  - re-teaching behavioural norms
  - adapted resources to teach behavioural norms
18. For pupils with special educational needs and/or disabilities, a risk assessment will be completed where necessary to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

**Review and adaptation:**

19. Leaders will keep the arrangements detailed in this addendum under review, and as guidance is released from the Department for Education. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.