



**Annex: Supplemental  
Behaviour Policy during the  
full reopening of schools  
September 2020**

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## 1. Context

From 1<sup>st</sup> September 2020, all pupils will return to school following Government Guidance:

[Guidance for full opening: schools](#)

[Checklist for school leaders to support full opening: behaviour and attendance](#)

[Behaviour and discipline in schools- Advice for headteachers and school staff](#)

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

This addendum applies until further notice. It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

## 2. Protective Measures

### **Drop off and collection arrangements:**

There will be multiple entrances that support safe flow round school as well as defined, clear exits. We expect pupils to be dropped off quickly, there will be extra staff on the playgrounds to facilitate quick drop offs. Classroom doors will open at 8.30am for Y3 and Y4, 8.40am for Y2 and Y5 and 8.50am for Y1 and Y6. Upon arrival and departure, children will be asked to wash their hands or use a hand sanitizer. Once in the classroom children will begin independent pupil activities at their desk.

Any pupil who arrives at school wearing a face mask/covering will be asked to remove it on arrival, as they walk onto site. Temporary face coverings shall be disposed of in a bin, and if using a re-usable one, it should be placed in a plastic bag and taken home with them at the end of the day. Hands should be washed after removing any mask and contact with the face avoided during removal.

### **Classrooms and Toilets:**

Where possible, adults will support the children by maintaining 2m distance. Classrooms will be well ventilated with doors and windows left open. Classroom furniture will be laid out so pupils are seated side by side and facing forwards, rather than face to face or side on, some furniture may be moved out of classrooms to make more space. Children will sit in the same seat throughout the day. Children will have access to their own pencil case and stationery only.

Each year group will have allocated toilets. Only one child will use the toilet at one time and there will be a system in place so that toilets can be cleaned regularly.

We ask that children limit the belongings they are bringing into school. Where possible in cloakrooms, coats and bags will be spaced out to ensure coats and/or bags aren't touching.

### **Movement around school:**

All non-essential movement around the school will be avoided. Children need to walk on the left of the corridors, areas of the school will be marked with the appropriate signage. Where possible,

children will be supervised in corridors and the main areas of the school to manage the number of children in these spaces.

To the best of our ability, year groups will not mix, meaning that school assemblies will not take place in the hall. Where possible (in accordance with fire regulations), doors will be propped open to reduce contact with door handles. A fire drill will be conducted when children return to school.

### **Hygiene:**

Children will be expected to wash their hands regularly for at least 20 seconds. Children will follow washing hands guidance from the NHS, which can be found here:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

NHS hand washing posters have been installed above sinks to give information on good hand washing techniques. A rota will be in place, pupils will know what time they will wash their hands AND go to the toilet, at least three times a day. Teachers or a member of staff will supervise toilet usage and inform cleaning staff of any issues.

Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way, using the same PPE as they have always done for this task. This PPE may include: Gloves, Goggles, Apron and Mask.

### **3. School rules**

When pupils are in school, we expect them to follow all the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should be made aware the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Hand washing – pupils and staff need to wash their hands for 20 seconds regularly and use hand sanitiser. Children will also be told to wash their hands:
  - Before they eat
  - After they sneeze
  - After they blow their nose
  - After they go to the toilet
  - Whenever asked to by the class teacher
- Children will be reminded to:
  - Not bite their nails
  - Not put their hands in their mouth
  - Avoid touching their mouth, nose and eyes with hands
  - Cover their mouth when coughing and sneezing ('catch it, bin it, kill it')
- Social distancing – keep apart from other children and staff. Children will be taught this is the distance of at least their arms outstretched when not seated in class. The expectation is that all pupils (and staff), maintain social distancing, where possible of 1 meter plus, but we accept that this will not always be possible. Therefore, we expect that all pupils and staff avoid any physical contact with other individuals.
- When walking in the corridors, walk on the left in single file

- Tell someone straight away if they feel unwell
- Not to share equipment with each other, this includes stationery and drinks bottles

The children will have the opportunity to discuss these rules and ask questions when they return to school. Teachers will explicitly teach the behaviours they want to see and the new routines that will support this. Children will be reminded of these new rules regularly. Posters of the new school rules will be displayed around the school.

Pupils will be explicitly told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g. touching, spitting or coughing.)

#### **4. Roles and responsibilities**

At Braunstone Community Primary we expect that everyone; staff, pupils, parents, the advisory board and visitors follow the government advice related to COVID-19:

##### **The Advisory Board**

The Advisory Board is responsible for approving this policy and monitoring its effectiveness.

##### **The Headteacher**

The Headteacher is responsible for developing and implementing this policy. Ensuring that the school environment encourages social distancing and that staff are trained in the new rules and routines, so that they can support pupils to understand them and enforce them consistently. The headteacher will ensure staff abide to the new school rules.

##### **Staff**

Staff are responsible for:

- Proactively teaching new rules to pupils and parents
- Regularly and rigorously reinforcing behaviour throughout the day
- Positively reinforcing well-executed rules through encouragement and rewards
- Consistently imposing sanctions when rules are broken, in line with this policy
- Creating a safe environment which encourages social distancing
- Where possible, ensuring the class distance themselves from other classes
- Modelling the new school rules – this includes staff cleaning their hands more often than usual, using the ‘catch it, bin it, kill it’ approach and avoiding touching their mouth, nose and eyes
- Explicitly teaching and supervising health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.
- Reminding pupils daily of rules and routines about social distancing and hygiene
- Wearing PPE if pupils require close medical or intimate care
- Supervising corridors and main areas of the school to manage the number of children in these spaces.
- Ensuring pupils do not share equipment and resources
- Self-isolating if they present with coronavirus symptoms as per government guidance
- Adhering to the school cleaning schedule

##### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Ensure their child attends as per arrangements laid out by school which is to ensure everybody's safety and that the governments guidance is complied with.
- Maintain a meter distance when on school grounds
- Not gather outside the school at drop off and collection times
- Limit the amount of people on the school grounds by sending only one parent/carer to drop off and collect (Where possible pupils in Year 4, 5 and 6 to be dropped at the school gate).
- If you would like to visit school, please call to make an appointment.
- Ensure pupils do not attend school if they or if someone in their household has symptoms of coronavirus
- Collect their pupil straight away if their child presents with symptoms of coronavirus

## **Pupils**

Pupils are expected to:

- To follow this policy
- Wash their hands or use hand sanitiser regularly
- Not share equipment or other items including drinking bottles with other pupils
- Cough and sneeze into a tissue and dispose of it straight away (catch it, bin it, kill it)
- Tell an adult straight away if they are feeling unwell

## **5. Rewards for following the rules [schools to amend as necessary]**

To help encourage pupils to follow the above school rules, positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Texts or phone calls home to parents
- ✓ Celebrate achievements on Twitter and the school's website

## **6. Consequences for not following the rules**

We are aware that at first some children may accidentally break the rules and children will be reminded of the new school rules. However, if pupils continue to purposefully not follow the rules, they will be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Phone calls home to parents
- ✗ Agreeing a behaviour plan

Some behaviours are now considered more serious due to the coronavirus outbreak, for example purposefully coughing on and spitting on someone. If pupils present with these behaviours, parents will be called to discuss consequences and how the school will best support the pupil moving forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Parents will be informed of this.

## **7. Remote Learning Rules**

If pupils are not in school because of shielding or a local lockdown, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact school if they think their child might not be able to comply with some or all of the rules and/or do not have a technical device, so we can consider alternative arrangements with them and support them with their learning.

Pupils should:

- Be contactable during the school day – although consider that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use correct online conduct, such as using appropriate language in messages

If there are any problems with pupils adhering to rules around remote learning, including if they are not engaging with the remote learning set for them, a phone call will be made, and alternative arrangements will be discussed.

In line with the school's online safety policy, if pupils do not use the correct online conduct pupils may be removed from the online class TEAMS chat for a short period of time. If a child is removed from the online class TEAM, the teacher will phone regularly to ensure the pupil gets the opportunity to seek help and is completing work set as well as educate the pupil about online safety.

## **8. Behaviour system**

Behaviour Ladders are in each classroom and are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, they are used to modify behaviours that disrupt the learning of other pupils. Class teachers will move children's faces on the ladder in line with government guidance.

Where poor behaviour is identified, sanctions are implemented consistently and fairly. We employ a range of disciplinary measures that are clearly communicated to school staff, pupils and parents. Appendix 1 shows how the behaviour ladder is used with regard to current COVID-19 requirements.

## 9. Lunchtimes

Staggered break times and lunch times are in place. Children will all wash their hands before and after lunch.

Some children will eat in their classrooms and some children will have hot dinners in the hall. Following hygiene procedures, all tables will be cleaned with disinfectant before and after lunch.

Each group will have their own play box of equipment and will stay in their zone for the duration of lunchtime to ensure social distancing. This will be kept in a container and sterilised at the end of the day.

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. These children have already been identified and will be monitored regularly by the pastoral team.

## 10. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach. We are aware that for some pupils their provision may have been disrupted during partial school closure and this may be an impact on their behaviour.

Children who have a behaviour plan will have a risk assessment for returning to school. This risk assessment will directly address the risks associated with coronavirus, so that sensible measures can be put in place to control the risks for pupils and staff. Appendix 2 shows an example of a risk assessment. This risk assessment will be agreed with the pupil, class teacher, parents and relevant members of the school staff. Where necessary we will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

## 11. Pupil Support

We are aware that many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the COVID-19 outbreak.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children will need additional support and access to services such as educational psychologists, social workers, and counsellors.

At Braunstone Community Primary we are aware how mental health issues can bring about changes in a young person's behaviour or emotional state. To help support pupils with the return to school **EPIC 'Bounce Back to School'** resources will be used. Children who may be more vulnerable or who have had a more significant reaction to the pandemic may require small group work using the same programme as an additional layer of input and support and with a deeper level of engagement from a member of the pastoral team.

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. Access to the EPIC and SALT services are available as support for children's mental health and well-being is a priority of the school and Trust. Contact details for these services are as normal.

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.

## **12. Exclusions**

On rare occasions there may be a need to directly exclude a pupil. Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful, rational; reasonable; fair; and proportionate.

Permanent exclusions are only to be used as a last resort, in response to a serious breach, or persistent breaches of the 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.

Further information regarding exclusions is stated in the school's exclusion policy and annex exclusion policy (until 24<sup>th</sup> September).

## **13. Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential Aggression). For those pupils that have a Positive Handling Plan (PHP) schools will need to update these and agree them with parents and carers.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Our Physical Intervention Policy contains further details.

## **14. Pupil Transition**

Due to the length of time pupils have not been at school, we are aware of the importance of transition to ensure a smooth transition to the next school year. Therefore, pupils will have time getting to know their new class teacher and the new rules and routines during the first few weeks of term.

## **15. Review**

Behaviour expectations will be regularly monitored by members of the Senior Leadership Team, this data will be regularly used to assess the effectiveness of our behaviour policy and reported to the Advisory Board. This will inform our decisions on where to focus efforts to intervene early and prevent patterns of poor behaviour becoming habitual and entrenched.

This behaviour policy will be reviewed by the headteacher and the Advisory Board in line with the latest government advice.

## 16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Online Safety Policy
- Physical Intervention Policy
- Health and Safety Policy
- Attendance Policy
- Exclusions Policy
- Mental Health Policy

17. **Appendix 1: Example of how the behaviour ladder is used with regard to current COVID-19 requirements.**

	<b>Behaviour</b>	<b>Rewards/Consequences</b>
<b>Green</b>	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Moving up the behaviour ladder</li> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Stickers</li> <li>• ABC stickers</li> <li>• Certificates</li> </ul>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>• Refusing to wash their hands when asked by a member of staff</li> <li>• Bringing inappropriate equipment into school</li> <li>• Sharing equipment with other pupils when asked not to do so</li> <li>• Intentionally leaving their seat when asked not to,</li> <li>• Wandering around unnecessarily during the lesson</li> <li>• Intentionally going within 2 metres of another person after being reminded not to.</li> <li>• Intentionally walking away from their 'class' when asked not to.</li> <li>• Other health and safety relating incidents compromising the 'class'</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Children move down to Yellow on behaviour ladder</li> <li>• Confiscating offending items</li> <li>• Reminded of expectations and new rules</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Orange</b>	<ul style="list-style-type: none"> <li>• A more frequent or more severe behaviour than above.</li> <li>• Refusing to following requirement to sit down, move away from somebody or stop using equipment for example.</li> <li>• Being unsafe with equipment when outdoors.</li> <li>• Other health and safety relating incidents compromising the 'class'</li> </ul>	<ul style="list-style-type: none"> <li>• Moved to orange on the behaviour ladder</li> <li>• Miss 5 minutes of break or lunchtime</li> <li>• Reminded of expectations</li> <li>• Complete behaviour log</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Red</b>	<p>Persistent orange behaviour and children will be moved straight to red for:</p> <ul style="list-style-type: none"> <li>• Intentionally and maliciously coughing at or towards somebody.</li> <li>• Intentionally and maliciously spitting at or towards somebody.</li> <li>• Intentionally and maliciously licking or being unhygienic with an object or person.</li> <li>• Intentionally and maliciously insinuating or pretending to have COVID19 and pass it onto another person.</li> <li>• Other health and safety relating incidents compromising the 'class'</li> </ul>	<ul style="list-style-type: none"> <li>• Moved to red on the behaviour ladder</li> <li>• Miss 15 minutes of lunchtime (if AM red) or 15 minutes of break the following day (if PM red)</li> <li>• Complete behaviour log</li> <li>• Call for the pastoral team if required</li> </ul> <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> <li>• Call for pastoral team</li> <li>• Involvement of SLT</li> <li>• Parents contacted and meeting to be held to discuss behaviour going forward</li> <li>• Short fixed term exclusions</li> </ul>

## 18. Appendix 2: Example pupil risk assessment



**Discovery Schools**  
Academy Trust

### Individual Pupil Risk Assessment

Pupil: \*\*\*\*\* Class:

Hazard Identified	Person/s at risk	Hazard rating	Control measures	Review																						
1. ***** may become disinterested and unwilling to participate in lessons/activities, becoming agitated and start to pose a social distancing risk.	<ul style="list-style-type: none"> <li>*****</li> <li>Other pupils</li> <li>Staff</li> </ul>	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th rowspan="4">Likelihood of occurrence</th> <th>1 seldom</th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td>6</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk      9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence	1 seldom	1slight	2serious	3major	2 sometimes				3 Frequently		6						<ul style="list-style-type: none"> <li>***** must be verbally encouraged to reengage or be verbally asked to leave the classroom without entering other areas where children outside of his class bubble are.</li> <li>If behaviour escalates, staff will physically intervene, while wearing PPE.</li> </ul>	Constantly reviewed
Likely severity of consequence:																										
Likelihood of occurrence	1 seldom	1slight	2serious	3major																						
	2 sometimes																									
	3 Frequently		6																							
2. Risk of absconding, ***** running and trying to get away from adult/refusing to go with adult and entering other pupil 'bubble' areas.	<ul style="list-style-type: none"> <li>*****</li> <li>Other pupils</li> <li>Staff</li> </ul>	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th rowspan="4">Likelihood of occurrence</th> <th>1 seldom</th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>2 sometimes</td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk      9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence	1 seldom	1slight	2serious	3major	2 sometimes			6	3 Frequently								<ul style="list-style-type: none"> <li>***** must be verbally encouraged to return to his class or a neutral space away from other class bubbles.</li> </ul>	Constantly reviewed
Likely severity of consequence:																										
Likelihood of occurrence	1 seldom	1slight	2serious	3major																						
	2 sometimes			6																						
	3 Frequently																									
3. ***** can become agitated towards others and may show signs of anger that could result in physically hurting others.	<ul style="list-style-type: none"> <li>*****</li> <li>Pupils</li> <li>Staff</li> </ul>	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th rowspan="4">Likelihood of occurrence</th> <th>1 seldom</th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>2 sometimes</td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk      9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence	1 seldom	1slight	2serious	3major	2 sometimes			6	3 Frequently								<ul style="list-style-type: none"> <li>***** must be verbally encouraged to calm, be distracted or be verbally asked to leave the classroom without entering other areas where children outside of his class bubble are.</li> <li>If behaviour escalates, staff will physically intervene, while wearing PPE.</li> </ul>	Constantly reviewed
Likely severity of consequence:																										
Likelihood of occurrence	1 seldom	1slight	2serious	3major																						
	2 sometimes			6																						
	3 Frequently																									
4. ***** can physically damage property when in an agitated state.	<ul style="list-style-type: none"> <li>*****</li> <li>Pupils</li> <li>Staff</li> </ul>	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th rowspan="4">Likelihood of occurrence</th> <th>1 seldom</th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>2 sometimes</td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk      9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence	1 seldom	1slight	2serious	3major	2 sometimes		4		3 Frequently								<ul style="list-style-type: none"> <li>***** can be left to continue unless posing a physical threat to others, while verbally encouraging him to calm and/or distracting him.</li> <li>If behaviour escalates, staff will physically intervene, while wearing PPE.</li> </ul>	Constantly reviewed
Likely severity of consequence:																										
Likelihood of occurrence	1 seldom	1slight	2serious	3major																						
	2 sometimes		4																							
	3 Frequently																									

#### Summary

Medium risk, if frequency or severity increases further.

Prepared by:

Date:

Authorised by: \_\_\_\_\_ Date: \_\_\_\_\_

I have read the above and fully understand the risks and mitigations in place. Please sign and date.

Headteacher: \_\_\_\_\_ Parent/Carer: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_

Class teacher: \_\_\_\_\_  
Date: \_\_\_\_\_