

# Positive Behaviour Management Policy

**Article 2:** *All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

**Article 19:** *You have the right to be protected from being hurt and mistreated, in body or mind.*

**Article 37:** *No one is allowed to punish you in a cruel or harmful way.*



**Grange  
Academy**

*Belong • Believe • Achieve*

Reviewer: Angela Morris (Deputy Head of School - Secondary)

Reviewed: September 2020

Approved by Local Advisory Board (LAB): September 2020

Due for review: September 2022

## Introduction

Grange Academy is committed to providing outstanding educational opportunities for all our students. Encouraging and supporting positive behaviour in Grange Academy is a crucial part of supporting our students to learn effectively. We have adopted the Unicef rights and in accordance with Article 4: We believe that the government has a responsibility to make sure children's rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential. We will adhere to legislation, national and local guidance and will work in partnership with students, their families and supporting agencies in order to protect all Grange Students and help them learn how to make positive choices that will enable them to develop into responsible citizens.

This relies on mutual respect and trust between students and staff and the fostering of a positive learning environment. All Grange Academy staff, students /students and families should have ownership of and a commitment to this policy.

## Rationale

The behaviour and social/emotional development of the students at Grange Academy is an essential factor in facilitating positive access to their learning, the wider community and the overall quality of their lives. We recognise that successful support for students via the management of challenging behaviour is wholly dependent upon the school ethos. It is incumbent on the whole school community, including governors, families and staff, to promote positive behaviour and to maintain a positive regard towards all students and colleagues, offering students appropriate role models at all times. All those who are part of the school community should demonstrate an unfailing commitment to good values and principles, such as:

- Teaching right from wrong
- Honesty and fairness
- Respect for others
- The importance of getting on with people and establishing positive relationships
- Self-discipline, self-management of behaviour and a sense of responsibility for oneself
- The ability to reflect

Student behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff and other adults within the school's community need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving students. They also need to be familiar with clear guidelines and strategies e.g. EHCP, Student Passports, Risk Assessments and Behaviour Support Plans, to help maintain positive behaviour and discourage negative behaviours when they occur. Regular, high quality in-service training can do much to help staff achieve better understanding of pupil behaviour and Grange Academy is committed to providing this.

School staff should be aware of recent legislation, relevant literature or research, local and national guidelines and successful practices elsewhere related to the field of positive behaviour support. We recognise that challenging behaviour, however it manifests itself, is usually an impediment to accessing the curriculum effectively, and thus quality learning environments, differentiated work that is bespoke to the students' needs is a necessary pre-requisite to effective teaching and learning.

Grange Academy recognises the importance of a whole school approach to behaviour management.

## **Aims**

The principles of high quality learning behaviour are paramount. This is behaviour that most ably supports young people to engage most purposefully with their learning. This will include social communication skills, such as turn taking, active listening, responsiveness to adults and peers and high levels of engagement. In many cases, such behaviours will need to be actively taught, promoted and modelled by key adults within the overall framework of good and outstanding teaching. Unicef rights Article 3 states that: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

At Grange Academy, we develop positive relationships and we:

- Understand that positive behaviour management promotes high quality learning experiences
- Maintain a culture and ethos that has respect for the child or young person at its centre
- Provide an environment of calm and good order
- Have positive expectations that students will behave well, with courtesy and with self-discipline, and that staff uphold strong professional and personal values towards each other
- Embed effective systems and procedures to encourage and maintain positive behaviour, with a set of strategies to help staff prevent and respond to challenging behaviour
- Recognise that challenging behaviour is a form of communication and always treat it as such
- Provide relevant training, structures and support for all, including parents
- Work in close partnership with parents, carers and other agency colleagues

## **Understanding Challenging Behaviour**

Grange Academy understands challenging behaviour to be behaviour which:

- Prevents students ' participation in appropriate educational activities
- Often isolates them from their peers
- Affects the learning and functioning of others
- Drastically reduces their opportunities for involvement in ordinary community activities
- Places the child and/or others in physical danger
- Makes excessive demands on staff and resources
- Makes the possibilities for future placement difficult

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We recognise that we must manage our own responses to challenging behaviour before we try to manage students who are displaying the behaviour. We will endeavour to listen to student views and understand their behaviour from their perspective. Unicef Article 12:

You have the right to give your opinion, and for adults to listen and take it seriously.

## **Strategies for Promoting Positive Behaviour**

Positive behaviour can be facilitated in many ways, for example by:

- Establishing a learning community in which the general environment is calm, well ordered and disciplined.
- Setting a good example by behaving in the way it is desirable for students to behave; promoting high quality attitudes to learning.
- Being proactive by highlighting and praising positive behaviour.
- Preventing challenging behaviour - avoiding confrontation, avoiding 'triggers' or background factors known to present difficulties to the pupil.
- Ensuring that everyone is clear about which behaviours are appropriate and which are inappropriate, i.e. ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Introducing planned activities that are matched to students' strengths and weaknesses, with high expectations and a belief in their learning potential in order to develop the very best attitudes to learning.
- Focusing upon teaching positive communication in the most suitable format for each pupil (this may help students influence others without having to display challenging behaviour).
- Helping the child or young person to anticipate the sequence of daily events and activities to maximise understanding and minimise anxiety.
- Providing consistent positive feedback.
- Ensuring that adults respond to pupil behaviour in a consistent and fair manner.
- Ensuring that individual Risk Assessments, Student Passports and other written support strategies for students are familiar to the relevant staff and kept up to date.
- Encouraging adult tolerance and understanding of students' or young people's specific difficulties.
- Paying attention to antecedents and consequences associated with behaviour.
- Providing structured, predictable environments and routines for students who benefit from them.
- Monitoring pupil stress levels and offering 'escape' mechanisms.
- Teaching students' appropriate self-management strategies and supporting them to develop the skills of empathy, tolerance, respect for individual differences and conflict resolution.
- Incorporating an expectation of positive behaviour across the curriculum.
- Monitoring and tracking behaviour and putting early intervention for a timed period in place in order to change behaviour and not let it develop into a habit.

## **Early Identification and Intervention**

Student behaviour should be closely monitored and early support put in place by Teachers and LSA when needed. Form Tutors will work closely with parents and students to understand reasons for behaviour and develop support plans. If a student requires additional support, they will be assessed by the Head, Deputy Head or SENCO in discussion with Teachers, their Form Tutor, The PLC Team and Parents. Where necessary support from outside agencies will be sought. Any additional support should be reflected in their Student Passport.

## Rewards

Any system of rewards should recognise that the long-term aim must always be to encourage students and young people towards positive behaviour because of their sense of right or wrong and/or because of their self-esteem and self-satisfaction.

Grange Academy operates behaviour reward schemes, which are reviewed annually and are dependent on the needs of the students. These will include whole school incentives, form incentives and also personal incentives.

## Sanctions

Sanctions must be employed with due regard to the purpose, short-term and long-term implications. It is important that sanctions do not undermine a pupil's sense of worth. **We firmly believe that it is the behaviour that must be subject to censure and not the person.**

We can insist that an appropriate sanction is levied, whilst at the same time reassuring the pupil that he/she is safe and valued. Sanctions should be explained fully and sensitively to the pupil and be relevant to the age, understanding and general aims for the person. They should also be realistic, sensitive and applied as soon as possible after the behaviour they are designed to address. Wherever practicable, sanctions should not be disruptive to the other students. Students need to be taught that they have choices but every choice is subject to a consequence. Good choices mean good consequences poor choices means other consequences.

## Approved Sanctions

- 'Being told off' - a pupil can be told off. It is generally not appropriate, unless exceptional circumstances warrant it (for example to ensure a safe environment) for staff to shout at students; however, a firm voice and tone is entirely appropriate when used proportionately and where the situation warrants it.
- Talking through choices with students. As mentioned above, if a student is posing a danger, then it may be appropriate to raise your voice. However, behaviour choices need to be talked through in a calm way and the student needs to reflect on the impact that their behaviour has had on themselves and others.
- Reparation - a pupil might be asked to undertake a task to make up for the poor behaviour (for example, cleaning up an area that has been deliberately disrupted). The task should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile.
- Restriction - a pupil may be 'kept in' (e.g. playtime/ lunchtime or after school detention) for a reasonable period in order to complete unfinished work, have a 1:1 session with a teacher or complete job in order to make a mends for something that they have done. They may also experience temporary removal of privileges.
- Separation - a pupil may be separated with discreet supervision within the room or within a separate area for an appropriate period of time in order to receive no rewards or feedback.
- Working in partnership – Teachers may phone home or meet with parents /carers in order to discuss the behaviour choices that a pupil is making and develop a plan of action in order to help students make more positive choices.
- Grange Academy has a duty of care to protect staff and students in the school. As stated in Unicef Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can and Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Should any child pose a risk to themselves or others in one of the following ways a fixed term exclusion may be considered and in some cases a permanent exclusion:

- Putting themselves or others in danger because of destructive, aggressive or threatening behaviour
- Persistent disruptive behaviour that causes distress to students or stops teaching and learning
- Aggressive physical assault against students or staff
- Persistent aggressive/ threatening verbal abuse that is causing emotional distress to students or staff
- Continued bullying behaviour following intervention – this includes cyberbullying
- Bringing a weapon onto school property
- Bringing a drugs or alcohol onto the school property
- Sexual harassment or deliberate sexually harmful behaviour to students or staff
- Theft or damage to property after receiving intervention regarding this
- Setting the fire alarms off after receiving intervention around this

Unicef Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## Forbidden Sanctions

Unicef Article 37 states that: No one is allowed to punish you in a cruel or harmful way. The following sanctions towards school students are prohibited, either on or off the school premises:

- Corporal (i.e. physical) punishment in any form, including rough handling.
- Excessive shouting.
- Deprivation of food or drink.
- Restriction or refusal of contact with friends or familiar adults, except where it is an agreed plan or for protection.
- Wearing of distinctive or inappropriate clothing as a punishment.
- Use or withholding medication or medical treatment.
- The locking of a student in a room in the form of a sanction is forbidden, however, on the rare occasion, a student may need to be isolated for their own safety. This will be done with the Head of School's knowledge and under close supervision.

## Restrictive Physical Intervention

Where restrictive physical interventions are concerned, there are clear guidelines from central government regarding the use of reasonable force (see Appendix A). All members of school staff have a legal power to use reasonable force, as well as 'people whom the Head of School has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit'. **'Force'** is divided into two categories – control and restraint. Control refers to either passive or physical contact, for example, blocking a pupil's path to a busy road (passive) or leading a pupil by the hand away from a situation (active). 'Restraint' refers to physically engaging with a pupil as part of any necessary measures in order to bring a situation under control.

The starting point for any approach to supporting students who are engaging in challenging behaviour is for a resolution to be obtained without the need for restrictive physical interventions, be they related to control or restraint; **interventions that do not require physical interventions are desirable because they are ultimately more sustainable and**

**dignified.** However, there may be occasions when the use of reasonable force may be necessary. These fall into two categories:

**a. Control:** *if it is anticipated that, as part of a considered and agreed approach to the management of a pupil's behaviour, elements of reasonable force (passive or active) may be required to support the pupil towards more positive behaviour, then such physical interventions must be detailed as part of a regularly reviewed written protocol. Any physical intervention outside of this written protocol must be recorded separately.*

**b. Restraint:** *this refers to physical interventions that are not pre-planned and are a proportionate and appropriate response to an unforeseen circumstance. As such, they should be treated as emergency physical interventions, as they refer to the use of any **reasonable** force necessary to bring a situation under control.*

Physical restraint should ONLY be used:

- Rarely and as a last resort
- When all other possible alternatives have been considered
- As part of a 'total response' to the pupil's behaviour (i.e. not in isolation)
- When the purpose of physical restraint is to restore safety
- When it can be justified as being in the paramount interests of the child and/or when the child is considered to be in immediate danger of harming self or others
- By staff who have been fully trained in positive behaviour management and who are conforming to the guidance set in the school's positive behaviour management policy
- When it can be justified as a reasonable and responsible way of responding to a child's severe challenging behaviour.

The use of force is reasonable if it is **appropriate to the consequences it is intended to prevent.** This means that the degree of force used should be no more than is needed to achieve the desired results. Incident report forms must be completed and submitted to a member of the Senior Leadership Team, and are accurately logged.

Sometimes the general structure and ethos of the school will not be enough to maintain an individual pupil's behaviour within acceptable and agreed limits. Some students will need an even more structured, systematic and intensive approach.

Grange Academy has regard to Deprivation of Liberty. (Article 5 of the Human Rights Act states that 'everyone has the right to liberty and security of person. No one shall be deprived of his or her liberty [unless] in accordance with a procedure prescribed in law'. The Deprivation of Liberty Safeguards is the procedure prescribed in law when it is necessary to deprive the liberty of a resident or patient who lacks capacity to consent to their care and treatment in order to keep them safe from harm.

Grange Academy will provide a safe environment for the diverse needs of all its students, ensuring the safety and due liberty of them all as individuals. Grange Academy will ensure that student choice and best interest is considered at all times and that decisions being made suit the needs of the student to which they pertain.

## **Responsibilities**

### **Local Advisory Board Members**

- To review updated policies on a regular basis and to receive termly behavioural data reports

### **Senior Leadership Team**

- To promote a culture of mutual respect, trust between students and staff and the fostering of a positive learning environment
- To ensure all staff have regular training in relevant positive behaviour support and safe handling techniques e.g. Team Teach
- To ensure that incidents of challenging behaviour are rigorously reported and recorded
- To support staff involved in incidents of challenging behaviour through immediate debriefs
- To regularly report on behaviour data to governors

### **Staff Team**

- To ensure they are familiar with and adhere to all relevant behaviour programmes and risk assessments and to familiarise new or temporary staff with these documents.
- To report any incidents promptly
- To keep up-to-date with relevant legislation and different behaviour management strategies.

## **Related Policies and Procedures**

- Child Protection (Safeguarding) Policy
- Child Protection (Safeguarding) Procedure
- Positive Handling Policy
- Diversity and Equality Policy
- Anti-Bullying Policy

## Appendix

### Use of Reasonable Force - Advice for Principals, Staff and Governing Bodies

#### About this guidance

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power.

#### What legislation does this guidance relate to?

Education and Inspections Act 2006.

#### Who is this advice for?

This advice is aimed at governing bodies, Principals and school staff in **all schools**

#### Key points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

"All schools" include Academies, Free Schools, independent schools and all types of maintained schools.

#### What is reasonable force?

- i. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- ii. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- iii. 'Reasonable in the circumstances' means using no more force than is needed.
- iv. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- v. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- vi. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### Who can use reasonable force?

- i. All members of school staff have a legal power to use reasonable force.

ii. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

i. Reasonable force be used to prevent students from hurting themselves or others,  
iii. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### *2 Section 93, Education and Inspections Act 2006*

Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools cannot:**

- Use force as a punishment – **it is always unlawful to use force as a punishment.**

### **Communicating the school's approach to the use of force**

i. Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and students. The Local Advisory Board should notify the Principal that it expects the school behaviour policy to include the power to use reasonable force.  
ii. There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate students found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.  
iii. Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled students and students with SEN.  
iv. Schools do not require parental consent to use force on a student.  
v. Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.  
vi. By taking steps to ensure that staff, students and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

### **Using force**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on students and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The 'double basket-hold' which involves holding a person's arms across their chest; and
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

### **Staff training**

Schools need to take their own decisions about staff training. The Principal should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

### **Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents. In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

### **What happens if a pupil complains when force is used on them?**

- i. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- ii. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- iii. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- iv. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- v. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- vi. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- vii. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

viii. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with students?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

### **Frequently Asked Questions**

#### **I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?**

Yes, if you have acted lawfully. If the force used is reasonable, all staff will have a robust defence against any accusations.

#### **How do I know whether using a physical intervention is 'reasonable'?**

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

#### **What about school trips?**

The power may be used where the member of staff is lawfully in charge of the students, and this includes while on school trips.

#### **Can force be used on students with SEN or disabilities?**

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

#### **I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my students. Am I expected to do so?**

There is a power, not a duty, to use reasonable force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

#### **Are there any circumstances in which a teacher can use physical force to punish a pupil?**

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

**Associated Resources**

The latest DfE guidance (July 2013) can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/  
use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_  
\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

# Behaviour Policy Addendum - Covid-19

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Reviewer: Angela Morris (Deputy Head of School - Secondary)

Reviewed: September 2020

Approved by Local Advisory Board (LAB): September 2021

Due for review: September 2021

### **Relevant DFE Guidance Documentation:**

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/collections/coronavirus-covid-19-transport-and-travel-guidance>

<https://www.gov.uk/government/collections/coronavirus-covid-19-transport-and-travel-guidance>

<https://www.gov.uk/guidance/national-lockdown-stay-at-home>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#school-meals>

### **Rationale**

In view of the current government guidance in relation to lockdown procedures affecting schools, this policy has been updated to reflect the changes required to ensure the health and safety of all members of the school community. This update should be seen in addition to the existing school Behaviour policy. There is a need for children to behave differently when they return to school and as such there will be a new system in place to support this. These changes will be communicated to pupils, parents and staff. There will be altered routines for arrival and departure.

### **Transport Arrangements:**

- The responsibility for pupils staying safe and maintaining social distancing whilst travelling to and from school rests solely with the parent/carer
- Pupils are expected to wear face coverings when travelling in a taxi
- All pupils travelling to school on public transport must ensure that they adhere to this
- Responsibility for this rests solely on the parent/carer
- Government advice is that: 'Parents and children and young people should be encouraged to walk or cycle where possible, and avoid public transport at peak times'
- Government advice is that: 'Social distancing applies to children as well as adults

- Children should keep their distance from others who are not in their household, where possible
- Public Health England recommends keeping a 2 metre distance from others. If this isn't possible children should avoid physical contact, face away from others, and keep the time spent near others as short as possible.'

### **Site Access**

- The school site will not be fully open and pupils and staff will only be allowed to go to specific areas
- Pupils will be allocated a specific bubble in which their lessons will be taught
- Each bubble will have a designated entrance and exit routine
- Start and finish times will be staggered in order to facilitate social distancing and minimise risk
- Pupils and staff will not be allowed to wander around the school site.
- Pupils will also have allocated areas during lessons and break and must adhere to these restrictions
- In order to reduce the impact of the Covid-19 virus, parents are asked not to visit the school site unless an appointment has been made

### **Arrival at School**

- Pupils should only arrive through the designated entrance
- Pupils must arrive punctually (no more than 5 minutes before their allocated arrival time)
- On arrival pupils' temperatures will be read prior to proceeding to their designated classroom. (In the event of a high temperature being recorded. The pupil will go immediately to first aid who will make a decision and liaise with parents)
- Pupils are expected to follow these instructions in order to keep all members of our school and the wider community safe.
- If late, the pupil should report immediately to the office where they will have their temperature checked and be registered

### **Departure from School**

- Pupils are expected to leave school via their designated gate, at their designated time; they must not wander around the school site and will be expected to leave the school site as soon as possible
- Pupils who are catching a taxi will be escorted onto it by a supervising adult
- Pupils who are waiting for collection must remain with their supporting adult
- Parent collecting pupils must leave the school site as quickly as possible

### **School instructions on Hygiene**

- Staff and Pupils are expected to wash their hands upon arrival to their classrooms at all times– this is also expected at the end of break
- Pupils will be encouraged to wash hands or use sanitiser on a regular basis

- Pupils will be expected to follow the government guidelines on social distancing at all times

### **Expectations whilst in Bubbles**

- Pupils will be expected to remain in their designated classroom and at their designated desk while in a lesson
- Classes will be allocated specific areas during break by their teacher to maximise distance from other bubbles
- Pupils must remain in these designated areas (observing social distancing at all times) and are not permitted to socialise with pupils from other classes whilst on the school site
- Pupils are expected to follow these instructions in order to keep all members of our school community and the wider community safe.

### **Moving Around the School**

- Pupils are expected to follow adult instructions at all times
- No pupil will walk around school unsupervised by an adult
- The school may introduce different systems for queuing, one-way systems and out of bounds areas as a method of following government guidelines
- These instructions must be obeyed at all times.

### **Rules About Sharing Equipment or Other Items**

- Pupils will be provided with their own equipment for each lesson, they are not permitted to share any equipment with another pupil
- If pupils bring in their own food and drink for the time that they are in school, they must not be shared with another pupil
- The school water fountains will not be in use during the school day but pupils will have access to water in their classrooms.

### **Use of Toilets**

- There will be designated toilets for pupils to use
- An adult will accompany a child to the toilet when they need it
- Social distancing must be observed at all times when using these toilet areas
- Pupils are encouraged not to leave lessons to go to the toilet.

### **Expectations About Sneezing, Coughing, Tissues and Disposal ('catch it, bin it, kill it' and avoiding touching the mouth, nose and eyes with hands)**

- This is a difficult time for everyone and we understand that pupils, staff and parents have different experiences during this time
- As such, everyone is expected to behave courteously with and to each other
- Pupils and staff may sneeze and cough at times, this does not necessarily mean they are ill

- However, they may be advised to visit first aid, who will be able to make a decision
- Pupils are not expected to react negatively when another pupil says they are ill in any way
- All tissues (or equivalent) are expected to be thrown in school bins to ensure the safe disposal of such items.

### **Rules About Coughing or Spitting at or Towards Any Other Person**

- The school will not tolerate any member of the school (or wider community) deliberately coughing, sneezing or making harmful comments or actions
- The school has the final say on whether the action is deliberate or not
- A risk assessment will be written for any child who may require support regarding this matter however, if a pupil places members of the school community at risk by deliberately spitting or coughing on them, they may face exclusion
- All parents, with children who have a bespoke support plan, are expected to respond to school calls as soon as possible, and arrange to collect their child if needed.

### **Pupils Informing an Adult If They Are Experiencing Symptoms of Coronavirus**

- If a pupil feels they are experiencing symptoms of coronavirus, they should inform an adult as soon as possible and go to First Aid
- First Aid will carry out a medical assessment and make a decision
- If a pupil needs to be sent home, they will be placed in an Isolation Area within the school site and monitored until taken home
- This is to ensure that not only is the pupil safe but also the wider community
- All parents, when sending their child into school, are expected to respond to school calls as soon as possible, and arrange to collect their child and will be asked to follow guidance in such cases
- If First Aid has medical concerns regarding a child attending the school, they will contact the family
- As with the above scenario, all parents, when sending their child into school, are expected to respond to school calls as soon as possible, and arrange to collect their child and will be asked to follow guidance in such cases.

### **Rewards and sanctions system where appropriate**

#### **Rewards**

- The rewards system will continue unchanged.

#### **Sanctions**

- Following social distancing rules will mean that different sanctions may apply
- Pink forms will still be used to monitor and track incidents of poor behaviour
- Consequences will still be restorative and pupils may still be placed in isolation with the Deputy Head if needed

- However, it should be noted that as pupils have been invited into school, this invite may be revoked (removed) if a pupil does not follow the school rules, does not complete work to the expected standard, disturbs the learning and education of others and places a risk to the health and safety of the school.
- Parents are therefore expected to collect their child as soon as possible in such circumstances when contacted
- If the behaviour is to such an extent that a form of exclusion is required, the school will use the existing behaviour procedures for this.

### **Reasonable Adjustments That Need to Be Made for Pupils with More Challenging Behaviour**

- As with the existing behaviour policy, reasonable adjustments will be made for pupils with more complex needs
- These reasonable adjustments will be discussed with parents and a signed risk assessment will be put in place
- However, even with these reasonable adjustments, if the pupil places a risk to the health and safety of the school, the school will need to ask the parent to collect their child from school at the earliest opportunity
- If the behaviour is to such an extent that a form of exclusion is required, the school will use the existing behaviour procedures for this.

We ask all member of our community to work with each other during this time. If a pupil or member of the community does not follow these expectations, action will need to be taken to ensure the safety of the school community. There may be many reasons as to why a behaviour occurs but the safety of the school remains paramount at all times.

The school may have to ask parents to collect their child as soon as possible, if the school believes that its health and safety is put at risk. If the negative behaviour continues (of any kind), the right to attend school may be withdrawn for a period of time whilst additional support measures are put in place and agreed. The school's decision is final in such circumstances in order to preserve the safety of our school community.