



The Cedar Federation



Addendum to the behaviour policy

May 2020

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Addendum to the Behaviour Policy

Introduction

1. 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, Ifield school was closed to all pupils except for those classified as vulnerable and children of key workers critical to the COVID-19 response.
2. During their prolonged absence from school, pupils have been affected by significant changes to their routines, daily structure, social and expected behavioural norms. Pupils have potentially forgotten the habits and expectations which are intrinsic to the culture of Ifield 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 wellbeing and the behaviour they may display.
3. Culture is created in our school by establishing behavioural norms and ensuring that expected behaviours are taught explicitly with a range of strategies linked to the pupil's level of understanding. It is essential for the wellbeing of the whole school community that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.
4. Elements of the existing school culture and response to behaviours need to be reviewed in relation to the threat of infection to pupils and staff. In response to the enforced COVID-19 disruption by introducing new behavioural norms and routines around [protective measures](#) and personal hygiene. These will be clearly and accessibly taught and modelled.
5. This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

Guiding principles

6. ***Behaviour will be taught but pupils will learn at different speeds.*** Routines and expectations will be taught by class teams. The teaching of behaviour will be clearly planned. The assistant headteacher is responsible for ensuring that this teaching is effective. All staff are responsible for ensuring that the training they receive is implemented in their daily practice.
7. ***Proactive risk management will reduce potential for behaviour that poses a risk to health.*** We will make intelligent use of our data on pupils' behaviour to predict behavioural habits and anticipate risks, rather than simply reacting to situations. Individual risk assessments will be produced for pupils who exhibit challenging behaviours.
8. ***Communication with pupils will build their confidence.*** Leaders and governors will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. These will include social stories, visual material accessible online and other means. The communication will be tailored to the individual learning needs of the pupils at Ifield school.

9. **Parents will be fully informed.** Leaders and governors 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.
10. **Boundaries will be clear.** We will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.

Key priorities

11. All pupils attending Ifield School have an Education, Health and Care plan (EHCPs). Those who require additional support: for example, pupils with health, mental health or behavioural needs remain a key focus group and may receive a risk assessment.
12. Leaders and governors will support and reassure parents, pupils and staff around the safe reopening of school to pupils through effective communication.
13. Leaders and governors will ensure that the guidance from Public Health England is followed.

Behavioural expectations

14. Behavioural expectations will be taught to enable a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied. Where appropriate, due to a pupil's specific barriers to learning, flexibility in establishing compliance with new rules will be planned for by the class team, with clear targets identified.
15. Leaders and staff will be proactive in preventing behaviour that presents a risk and dealing with it in a consistent and fair manner if it occurs. This will be individualised to the pupil.
16. During the phased reopening of the school, pupils will be taught in consistent small groups of no more than 5. These groups, or 'bubbles', will remain together for their time on the school site, in lessons and during social times. Pupils attending will be grouped according to phase and special educational need.
17. Modelling of expected behaviours is effective in teaching pupils to follow these rules. All staff will respond in consistent ways to reinforce the school's PRIDE values.
18. The seating layout in the classroom is planned by the class team. Due to the SEND needs of pupils, changes to classroom layout may cause distress. This is potential trigger that may lead to challenging behaviours. The teacher should adapt where possible. Leadership must be informed if the pupil's needs cannot be met in that class. i.e. restricted access to specific areas, resources or people.
19. Please see the school's reopening plan for details of the school day.

Expectations of pupils

20. The school rules and values remain in place and serve as the foundation for pupils to take responsibility, with support, for their own behaviour. These will be reinforced through visuals and staff support. The following expectations supplement the these:

- Pupils should arrive to school and leave to go home at the designated time using the designated entrance/exit route.
- Wash hands (or use sanitiser) upon entering and leaving school.
- Wash hands regularly with soap and water during the day.
- Staff should discourage physical contact of any type at any time where appropriate. Some pupils require touch as part of their sensory needs. PPE is available.
- Ensure that pupils 'catch it, bin it, kill it' when they cough or sneeze
- Pupils should avoid touching your mouth, nose and eyes.
- Pupils should not cough, spit or bite any other person. Please see spitting guidance. PPE is available when this is part of a pupils' known behaviours.
- Pupils should maintain a safe distance from others between and during lessons.
- At break and lunch times pupils must follow staff direction. They should stay in the area they are designated, maintaining a safe distance from others.
- Pupils should not share belongings (food, stationery, books etc) with others and should be discouraged from handling other people's belongings.
- Use the toilet designated to the class group. When exiting the toilet, wash hands thoroughly.
- Adults will monitor pupils' temperature, and report a new continuous cough or loss or if a pupil notes a change to their sense of smell or taste.

Behaviour management

21. 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, class teams will actively promote non-confrontational behaviour management. Staff will use praise and redirection. Expected behaviour will be reinforced with visuals where appropriate.

22. A range of positive relationship strategies will be implemented consistently, openly and fairly. The school reserves the right to apply the following measures:

- verbal reprimand
- missing social times at break or lunch time
- instigating a Pupil Wellbeing Plan
- isolation while awaiting collection by parents to reduce the impact of behaviours deemed to put others at risk during the pandemic
- exclusion.

23. A 'waiting room' (isolation space) has been identified for pupils' use while waiting for their parents to collect them if the risk of the pupil staying with their peers presents a risk of infection or harm due to deliberate behaviours. Parents /carers will be required to collect their child.

24. Isolation as described above is to be sanctioned by a senior leader.

25. In the unlikely event that an exclusion has been necessary, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

Reasonable adjustments

26. Staff within the school will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the behavioural expectations. They will be guided by the Education, Health and Care plans (EHCPs).
27. Class teams will make their best endeavours to ensure that pupils with additional needs are supported to manage their behaviours. 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-enforcing behavioural expectations
 - adapted resources to teach behavioural expectations
 - adapted sanctions and rewards
28. For pupils with known behavioural needs, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

Exclusion

29. The Executive Headteacher and Head of School retain the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:
- lawful
 - rational
 - reasonable and fair
 - proportionate
30. All exclusions will be made in line with the government guidance and by following the school's exclusions procedures. The school will have due regard for the following when making these decisions:
- DfE – Exclusion from maintained schools, academies and pupil referral units;
 - DfE – Behaviour and Discipline in Schools;
 - The Disability and Discrimination Act;
 - The Equality Act 2010;
 - Keeping Children Safe in Education.
 - The Children's Act (with particular reference to Children in the Care of the Local Authority)
31. A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a pupil, it will work with the parents or carers and the local authority to arrange a place at an alternative setting *as soon as possible* so as to minimise breaks in education. Please see the relevant policies to give more information.

Use of reasonable force

32. 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.
33. 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 strategy can be used other than restraint, then this method will be used first. Please see the school's positive handling policy.
34. 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.
35. Following a risk assessment of all pupils, the school may decide that pupils who are a high risk of requiring physical intervention should continue with home learning with a high level of virtual support from school staff.
36. Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:
 - be able to change clothing immediately after the incident
 - take a shower immediately, at home or school if necessary.
37. Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.
38. Following a discussion with pupil and parents/carers, the pupil should return to school unless it is deemed unsafe to do so.
39. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.
40. Incidents involving the use of physical intervention will be recorded and reported to parents/carers.

Powers of search and confiscation

41. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
42. The school also holds the power to search without consent for 'prohibited items' including:
 - 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 property
 - any item banned by the school rules which has been identified in the rules as an item for which a search can be undertaken
43. Authorised staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item in their possession. However, this increases risk to the staff member.
44. Should the member of staff decide that there are reasonable grounds for suspicion to search then parents/carers will be contacted to come to school and conduct the search. The pupil will remain isolated but supervised until parents/carers arrive. Parents must wear appropriate personal protective equipment (PPE) while they are in the building.

Review and adaptation

45. Leaders will keep the arrangements detailed in this addendum under review, initially on a weekly basis. Risk assessments for individual pupils will be monitored by the assistant headteacher and class teams. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and to pupils through class teams. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.