

	<b>Section Applies</b>	<b>Other Information</b>
<b>Introduction</b>		
<b>Purpose:</b>	√	
<b>Aim(s):</b>	√	
<b>Wider Trust aims/ethos:</b>	√	
<b>Consultation:</b>	√	
<b>Sources and references:</b>	√	DfE guidance and legislation
<b>Principles/values:</b>	√	
<b>Procedures</b>		
<b>Definition:</b>	√	
<b>Equality Impact:</b>	√	
<b>Health and safety:</b>	√	
<b>Teaching:</b>	√	
<b>Organisation:</b>	√	For Trust wide use.
<b>Homework/parent partnership:</b>	√	
<b>Resources:</b>	No	
<b>Monitoring and evaluation:</b>	√	
<b>Policy Key Information</b>	<b>Date</b>	<b>Other Information</b>
<b>Owned By</b>		Suzanne Wilson
<b>Original date</b>	Feb 2017	
<b>Approved By</b>		Date approved by operations committee
<b>Review Schedule</b>	Sept 21	
<b>Amended dates</b>	Sept 20	
<b>Minimum Review date</b>	1 year	



# HCAT Behaviour Policy

**Date issued: September 2020**  
**Review Date: September 2021**

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy and Restorative Practice Policy.

### **HCAT Ethos**

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

HCAT schools we do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community.

HCAT schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and , in doing so, make a positive contribution to the lives of others

In HCAT schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour.

Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences.

Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see APPENDIX E for possible restorative statements and questions).

### **Aim**

As a well-mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools
- Encourage good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels
- Build self-esteem in all pupils through our restorative community
- Provide opportunities for all pupils to experience success

- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation

### **The Responsibility of each HCAT school community**

In order to ensure that all pupils are safe, can learn and be respected, all members of staff have a duty to make sure that the school code of behaviour is applied consistently.

There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour and Discipline in Schools guidance, 2016.

Each schools' Code of Behaviour (See APPENDIX A) are worded positively to emphasise good behaviour. They are to be reviewed frequently involving pupils and referred to frequently.

### **Communication with parents and carers**

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Regular communications may include;

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Regular parent consultation meetings that are a three way process involving the pupil (where appropriate) the teacher and parents/ carers
- An open door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events , coffee mornings, class assemblies, family sessions
- Regular general written communication via letters, the school website and social media (eg Twitter)
- Individual written communication eg annual reports

### **Promoting Responsible Attitudes**

The principles of Restorative Practices are promoted by the school community. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Pupils are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in a number of ways including;

\*Pupils being elected by their peers to represent their views on a range of matters and develop their understanding of democracy

\*Older pupils being given opportunities to support younger pupils for example on the playground

\*Pupils being given opportunities to support their peers throughout the school day

\*Pupils taking on positions of responsibility within the day to day running of the school

\*Pupils being given opportunities to be ambassadors, representing their school

### **Unacceptable Behaviour**

Within HCAT schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the trust's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils take a leading role regarding information about bullying and prevention.

HCAT schools promote the concept of 'Fair Process' that provide a means for adults and pupils to measure unacceptable behaviour.

HCAT schools offer a range of rewards and sanctions detailed in APPENDIX B

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process' (RP) pupils who are misbehaving are given, where possible, choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to work in partnership with parents and so involve parents early in the process.

### **General Note**

1. At every stage the child should be involved in or informed of the action taken.
  2. Urgent or serious incidents should be referred straight to senior leaders within the school.
  3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
  4. Entries in logs should be factual and action/follow up should be recorded
- Behaviour logs should be used to keep updated records and submitted to CPOMS.

### **Low level unacceptable behaviour**

Each HCAT school has individual systems to deal with unacceptable low level behaviour detailed in APPENDIX C

### **Behaviour Support Provisions**

Two schools in the trust are identified as Behaviour Support Schools. The HCAT behaviour panel may decide a pupil requires additional behaviour support provision within their own school or another school's setting. This is carried out in consultation with parents. During this time bespoke work will be carried out with the pupil and their family to look for strategies and ways of ensuring the pupil can be successful back in their mainstream setting.

### **Additional factors to consider when managing behaviour**

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

Sometimes behaviours, and/or attendance can deteriorate through events such as a bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour it is de-personalised – separate ‘the deed from the doer’. If a pupil’s behaviour is giving serious cause for concern, staff should speak to the Behaviour Lead or SENCo to discuss additional support strategies using the school’s graduated response. However, if staff believe the behaviour relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

### **Exclusions**

At HCAT, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, there is a review of behaviour. This involves the senior leadership team of the school and the trust’s behaviour outreach team. At this stage strategies are put in place to support the pupil to lead to effective change in the behaviour choices they make. Following this, if the behaviour continues to escalate, schools will present the case to a behaviour panel made up of senior staff from HCAT. At this point several options are available to the panel to suggest as ways forward. This may be that further work needs putting in place by the school or outreach team or that a referral is made for the pupil to receive more intensive HCAT behaviour support provision. The HCAT approach to behaviour can be seen in the flowchart detailed in APPENDIX D.

### **Peer on peer abuse**

At HCAT schools, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

**These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council/ East Riding EHaSH.

- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either HCAT's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in APPENDIX B, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

### **Behaviour Beyond the School Gates**

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour and Discipline in Schools DfE guidance Jan 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

***If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately.***

### **Lunchtimes**

HCAT schools have the highest expectations of behaviour at lunchtime. Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, staff should follow the procedures outlined in this policy statement and also refer to the Restorative Practice policy.

### **Using force to control or restrain pupils**

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking the safety of self and/or others.
- To maintain good order and discipline in the classroom
- To prevent damage to property

See physical intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

'Reasonable 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 pupil needs to be restrained to prevent violence or injury.

### **Screening, Searching and Confiscation**

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

### **Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

### **Monitoring and evaluating behaviour over time**

Incidents forms should be completed for :

- All racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low level incidents over a short period of time
- Any other incident which in the teachers judgement needs logging

HCAT schools have the responsibility for checking logged incidents on a regular basis and identifying any patterns.

### **Training**

School senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

### **Conclusion**

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff, Stakeholders and Trustees will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement.

This policy will be reviewed and monitored on an annual basis.

**Related internal and national guidance**

This policy should be read in conjunction with the following internal and national guidance:

**National guidance**

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – September 2020
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Sexual violence and sexual harassment between children in schools and colleges – December 2018
- DfE: Mental Health & Behaviour – November 2018

## **APPENDICES – To be completed by individual schools**

### **APPENDIX A : Our Code of Behaviour**

Our Code of Behaviour states;

#### **(EXAMPLES ONLY)**

- Speak kindly to others.
- Keep hands and feet to ourselves.
- Follow instructions.
- Look after and take care of property and equipment

### **APPENDIX B : REWARDS AND SANCTIONS**

#### **REWARDS – (EXAMPLES ONLY)**

The aim of rewards are to encourage good behaviour. They need to be appropriate in level to the needs of the pupils. These may include;

- Verbal praise
- Core value certificates and praise assembly
- Stickers and stampers
- Visit to a senior leader/Head for reward sticker
- Phone call to parent

#### **SANCTIONS – (EXAMPLES ONLY)**

The aim of sanctions are to balance the system of reward. They should give clear signals to pupils about the consequences of inappropriate behaviour, plus include our Restorative Values. These may include;

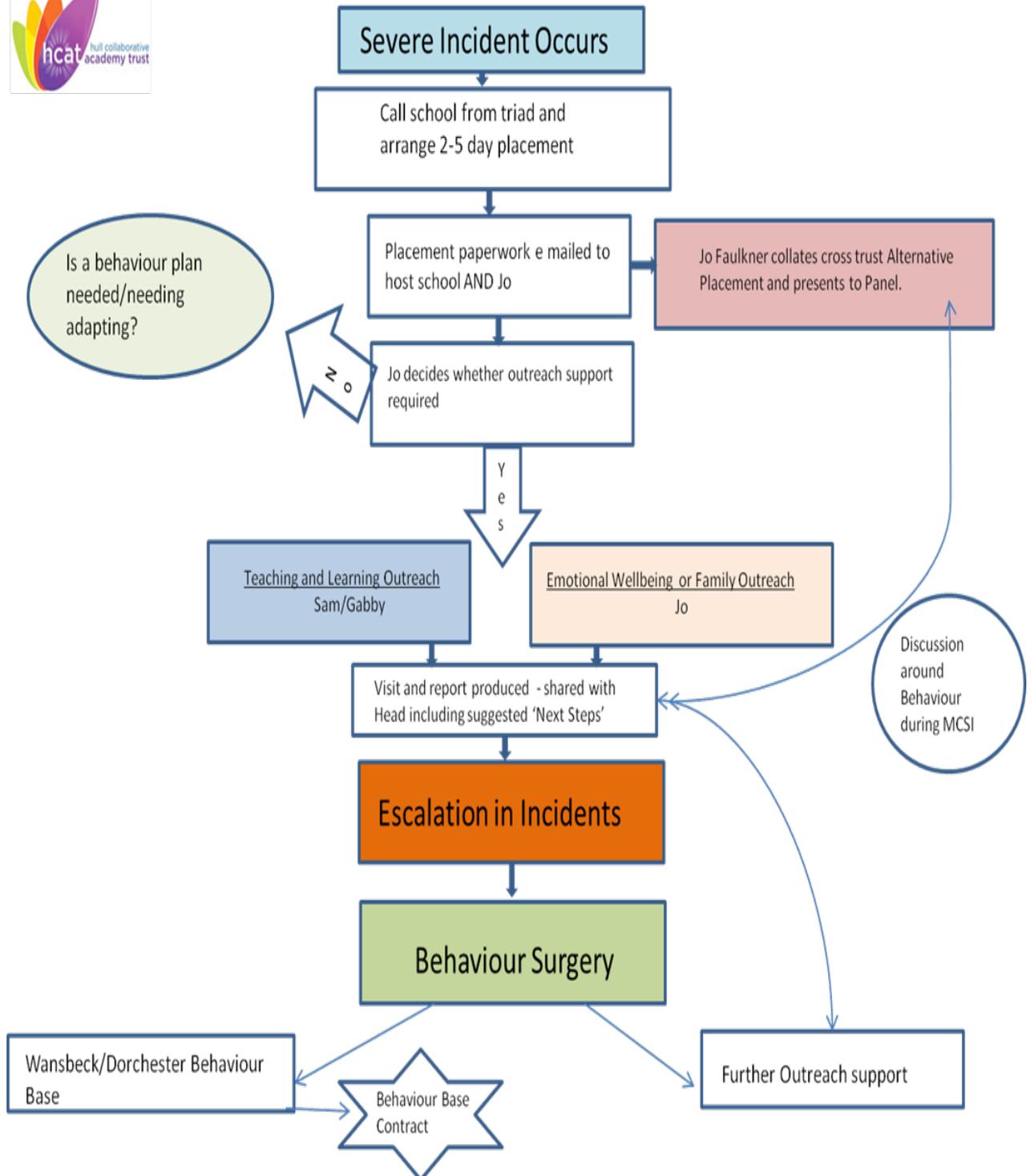
- Missing breaks or part of lunch hour
- Exclusion from their class community (until a restorative circle can take place )
- Completing work missed due to behaviour in own time
- Spending time ' Repairing Harm' e.g. cleaning up defaced equipment/putting classroom back in order/repairing broken resources

### **APPENDIX C : INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR**

- Add Schools own system

APPENDIX D :

**HCAT BEHAVIOUR FLOWCHART**



## **APPENDIX E : POSSIBLE RESTORATIVE STATEMENTS / QUESTIONS**

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

### Statements

I was very disappointed when you did that to John.  
I am upset and angry by what has just happened.  
I feel that all the work I have done has been wasted through your actions.  
I feel that (describe the action) was very disrespectful.  
I feel disrespected and angry when you ignore me.  
I am sorry that I misunderstood the situation.....  
I feel really proud of you when I heard.....  
I feel really pleased and encouraged that you made the right choice.  
I respected your honesty and thank you.  
I want to thank you for your cooperation.

### Restorative Questions

To be used by adults and children to support situations where harm has been done

### Questions

What happened? – followed by:  
What were you thinking about when you did that?  
How did your actions affect.....?  
How do you think.....felt about what you did?  
How do you feel about what you did?

**How do you feel about what you did and the affect it had it had on me?**

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the pupil's age. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour, which is unacceptable, never the pupil.

### Minor Incidents

Minor incidents should be addressed with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.

See Restorative Practice policy and behaviour and discipline in schools guidance, January 2016 DFE, which gives examples of strategies for minor incidents which include:-

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour;
- Non-verbal checking – eye contact/disapproving frown or shake of head;
- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;

- Additional work, for example, repeating unsatisfactory work or a letter of apology
- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.

**When dealing with problems we should:**

- Separate the pupil from the behaviour – remember it is the behaviour, which is unacceptable, not the pupil.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

**Advice to Staff when coping with Violence**

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the pupil in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the pupil and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.

## COVID 19 Addendum Behaviour Policy

### **COVID 19**

This addendum was created in June 2020 and will be updated as and when necessary, in line with both local and national guidance regarding the COVID 19 pandemic. This addendum aims to clarify practice around behavior, as schools start to welcome back more pupils over the forthcoming weeks and months.

### **Introduction**

Despite the on-going pandemic, we still expect and encourage all of our pupils to aspire to the highest levels of academic, social and physical achievements, so that they will develop independence, confidence and fulfil their true potential.

We understand that this global crisis will have, at some point, affected every member of our community. We acknowledged that many pupils, parents and staff will feel worried, stressed or anxious about returning to school. However, we are confident that if everyone follows the advice and guidance, plus adheres to the new control measures the risks will be minimal.

The health, safety and wellbeing of our entire community has, and always will be an important aspect of Hull Collaborative Academy Trust (HCAT), and this level of commitment will not falter during this period of uncertainty.

It is important that all our pupils continue to adhere to individual school's Behaviour Code, plus schools uphold the Trust's restorative principles, in addition to these revised protocols.

### **Arrival and Departures**

Staff at individual schools will communicate to pupils and parents expectations on start and finish times, plus drop-off and pick-up points will be communicated to pupils, parents and staff by individual schools. When pupils arrive, they should be moved swiftly into the designated area and welcomed by staff. To avoid overcrowding during this time, pupils may be given an allocated time slot, which we will ask parents/carers to follow, in an attempt to keep themselves safe, as well as other pupils, parents and staff.

To aid smooth and safe arrival system, staff should not hold conversations with parents/carers during peak times. However, this does not mean that effective communication will not take place. Individual schools will advise parents/carers on the safest, and best way to share any issues.

Departure from school will take place in the same area as drop-off. Parents/carers arriving to collect their children must be asked to social distance (at least 2 meters apart) in an allocated outdoor area. Younger children will be individually handed over to parents/carers and asked to stand behind outdoor markings on approach to the external door.

At the end of school day, secondary aged pupils must vacate promptly and not linger on site. Any groups of more than two pupils will be dispersed by staff and reminded of the importance of social distancing.

All staff should keep interactions with other 'Class Bubbles', including staff to a minimum, as this will help protect all parties, plus prevent cross contamination.

## **Hygiene**

The Government advice has constantly been that regular handwashing is key to help prevent the spread of the virus. It is, therefore, important that this continues to be maintained by both staff and pupils throughout the day, whilst at school.

On arrival, pupils must wash their hands for at least 20 seconds, which will be safely coordinated by staff. In addition, it is imperative that following anytime away from the allocated classroom, pupils wash their hands again at designated stations before recommencing lessons. All classrooms will have a supply of hand sanitizer, tissues, disposable paper towels and lidded waste bins.

Pupils must be reminded about using tissues, for cough and sneezes, plus how to safely dispose of used tissues - '**Catch it, Bin it, Kill it**'. To help contain infection, pupil must wash their hands with either soap and water or hand sanitizer, after disposing of used tissues. Any staff who are supporting children with hygiene, must also ensure they follow the same routine and wash their hands thoroughly.

## **Restricted movement around the building**

In order to operate a safe learning environment, children will remain in the same class, with their fellow pupils, and allocated staff, which will become their 'Class Bubble'. Pupil will learn, exercise and dine in the same 'Class Bubble' through the day, as access to other parts of the school site will be limited. Again, this measure is in place to protect each cohort of children accessing the site. If movement to other areas of the school building is necessary, the school will have a planned one-way system, which all pupils and staff must follow. Only in the event of an emergency, would this be altered. Any pupil not following this system must be reminded, at an age appropriate level, of the reasons why these measures are in place, or be warned of possible sanctions if they continually break this rule.

Schools will stagger break/playtimes, plus lunchtime period to allow as much space as possible in outdoor or communal areas. This process will help reduce interactions with other 'Class Bubbles', thus reducing the possibility of cross contamination.

It is highly likely that in the short term, areas of the building will be out of bounds to both staff and pupils. These areas will be visually zoned off to restrict entry and anyone entering these areas, without permission, will be warned and/or a sanction imposed, in line with the existing Behaviour Policy.

## **Classroom activities**

To ensure classrooms remain as sterile as possible throughout the day, the school will be taking steps to maintain high levels of cleansing on all hard surfaces. All soft furnishing and equipment will have been removed and will remain out of the classroom area for the foreseeable future. It is extremely important that children and young people do not share any personal items or school equipment (pens, pencils, rulers etc) with any other member of their 'Class Bubble' or external to their 'Class Bubble' during lesson time, break or lunch. In the event of pupils passing items between themselves, staff should remind them of the expectations and ensure all parties wash their hands with either soap and water or hand sanitizer, as soon as possible.

Initially, 'Class Bubbles' will not exceed more than 10 pupils.

We acknowledge that some of our younger population or pupils with special educational needs may not fully understand the importance of social distancing and therefore, staff must educate and encourage pupils to stay at a safe distance from their peers both within the

classroom environment and during outdoor activities . Older pupils should have a greater concept of social distancing and must adhere to this at all times. Any pupil/s who persistently flouts this measure will be warned and/or sanctioned accordingly, as per the existing Behaviour Policy.

### **Risk Assessments for Education, Health and Care Plan (EHCP)**

All pupils with EHCP will have had a risk assessment to determine whether it is safe, or safer for them to return to school.

Any member of staff working with a child, who is in receipt of an EHCP, will be given a copy of the risk assessment and briefed accordingly by the SENCo on how to safely support the child's needs.

There may be children who struggle to self-regulate their behaviour and the added stress or anxiety of returning to school may be difficult for them, which could lead to them displaying behaviours previously not seen. In these circumstances, the SENCo will modify the risk assessments to ensure any new triggers are recorded, plus appropriate actions to be taken to best protect the child and also the member of staff/s who will be supporting them.

If a child's behaviour is placing themselves or others at risk of harm, staff must consider the safest way to de-escalate the situation. This could include:

- Encouraging the child to leave the classroom with a member of staff and be taken to a calm/safe area,
- Safely removing other children from the classroom to a designed area,
- Usage of Personal Protective Equipment (PPE), especially if the child is extremely distressed and physical contact is required.

Following any incident, where physical intervention has been used, the school should follow the normal procedures, as per the physical intervention policy, plus review the risk assessment.

### **Unacceptable behaviour related to COVID 19**

Now more than ever it is important that we unite and show high levels of respect to on another.

The school will not, and cannot tolerate behaviours that may place members of our community at risk of contracting Coronavirus. Any child or young person who spits or coughs at or towards others, or even threatening to carry out this act may be at risk of fixed or permanent exclusion. Furthermore, if any another extreme behaviours are displayed, including hitting, kicking, punching etc, which places pupils or staff at risk, a conversation will take place with parents/carers to determine whether attendance should continue until the school is fully re-opened.

### **Remote learning**

Our schools we will endeavour to ensure that pupils continue to receive a good level of education 'beyond the classroom' by providing a range of resources via our website and learning portals.

We expect pupils to follow the same principles, as outlined in the school's Acceptable User policy, whilst learning at home.

If schools choose to communication with pupils over the coming weeks/months via Zoom, Teams, Skype etc then it is important that this is only carried out with the approval of the

Headteacher or Senior Leader. Pupils must uphold the same level of behavioural expectations, as they would in a normal classroom setting.

Any significant behavioural issues occurring on any virtual platform must be recorded, reported and appropriate sanction imposed, which may include temporarily suspending access to group online learning. For all minor behavioural incidents, these should be addressed using the normal restorative approaches.

Staff should be mindful that when dealing with any behavioural incidents, online, opportunities to discuss and repair harm will not be the same as if the child or young person was in school. Therefore, it may be necessary to have a discussion with the parents, regardless how minor the incident, to ensure the child is emotionally well supported.

### **General Note for incident in school or online**

- At every stage the child should be involved in or informed of the action taken
- Urgent or serious incidents should be referred straight to the head teacher, or a member of SLT
- If necessary, refer to the other related internal policies eg Anti-Bullying, Child Protection, E-Safety etc
- Normal recording systems on CPOMS should continue. Entries should be factual and action/follow up recorded also.

### **Rewards**

Individual school rewards systems remain in place, but celebrating pupils achievements, or acts of kindness will, in some instances, be revised for the foreseeable future (ie Praise assemblies). However, it is important that regardless of whether the child is attending school, or accessing learning remotely that they are recognised accordingly for their accomplishments.

*Annex A – Revised reward system.*

### **Mental Health**

Pupils and staff mental wellbeing may have been severely affected during to the Coronavirus outbreak due to various reasons.

In times of uncertainty, it is vital that we support, encourage and guide one another, plus look out and care for everyone in our school community.

Each school has dedicated staff to support children, and staff, if they needed.

As children and staff return to ours settings, it is important that they are provided the opportunity to talk openly about how they feel, or are feeling as we adjust, plus offer strategies of how manage any worries or anxieties.

The Department for Education (DfE) have suggested additional ways of how we can support mental wellbeing, which include:

- opportunities for children to talk about their experiences of the past few weeks
- opportunities for one-to-one conversations with trusted adults where this may be supportive
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
- other enriching developmental activities

If staff have concerns for the wellbeing of any child, they must inform either the school Emotional Wellbeing Officer, or Designated Safeguarding Lead, if they believe that the child is a significant risk.

**Monitoring and review**

This policy has been issued to provide advice and guidance on managing behaviour effectively, as school commence re-opening. It is not possible to provide guidance on every eventuality and therefore, staff should be encouraged to use their professional judgements and/or seek advice from a member of senior leadership or other designated member of pastoral staff, if required.

This policy will remain under constant review until such times where is it no longer required.

**Other related policies**

This addendum is for use during the Covid-19 partial school closure, and should be used and read in conjunction with policies such as: the Anti-Bullying, Behaviour, Bereavement, Child Protection/Safeguarding, Health and Safety, Intimate Care, Physical Intervention and Special Educational Needs.

**Annex A**

**Revised Reward Systems**

## Behaviour Policy: School Specific Information

### APPENDICES – Individual to our school

#### **APPENDIX A : Our Code of Behaviour**

Our Code of Behaviour (school rules) is worded positively to emphasise good behaviour, it is reviewed at the beginning of the year by the school council and each class sets its own class expectations (non negotiables), which are displayed as a reminder and referred to regularly. Our school Code of Behaviour is displayed in every classroom and on all corridor areas, halls, etc

Our Code of Behaviour:

- Be **B**rave
- Be **U**nderstanding
- Be **S**afe
- Be **Y**our best self

#### **APPENDIX B : REWARDS AND SANCTIONS**

REWARDS –

The aim of rewards is to encourage good behaviour. They need to be appropriate in level to the needs of the pupils. These may include;

- Verbal praise
- Whole class rewards/recognition
- Good Day letters
- Visit to a senior leader/Head for a reward sticker/recognition
- Postcard sent home
- Core value certificates and celebration assembly
- Stickers, in class prizes and stampers
- Phone call to parent

- Golden time
- House points
- Showcase of work on display in corridors
- Marvellous Me badges and awards

## SANCTIONS –

The aim of sanctions is to balance the system of reward. They should give clear signals to pupils about the consequences of inappropriate behaviour. These may include;

- Exclusion from their class community (often until a restorative circle can take place)
- Completing work missed due to behaviour in their own time
- Spending time 'Repairing Harm' e.g. cleaning up de-faced equipment/putting classroom back in order/repairing broken resources
- Missing breaks or part of lunch hour or golden time
- Participation in a restorative circle with agreed consequences
- Withholding participation in a special event or trip that are not an essential part of the curriculum

## **APPENDIX C: INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR**

- An initial warning will be given together with an explanation as to why the behaviour is unacceptable
- A child may be moved to a separate desk within the classroom
- A child may be removed from the classroom for a specific period of time
- Any work missed will need to be completed during break/lunchtime
- Parents/carers will be informed as appropriate
- If a child needs individual behaviour targets, these will be agreed and monitored (involving the child at each stage)
- Individual Behaviour plans will be in place as required

Phase	Step	Action
<b>Realigning behaviour.</b> <ul style="list-style-type: none"> <li>• Positively notice expectations demonstrated by another pupil.</li> <li>• Use an affective statement.</li> <li>• Encourage the use of affective statements from other individuals.</li> <li>• ‘Circle up’ in a small impromptu circle – ask the affective questions.</li> <li>• Refer the children to Dorchester Core Values – ‘Which core value are you not showing when you...?’</li> <li>• Utilise visuals to support understanding.</li> <li>• Utilise a young leader.</li> <li>• Positive praise to parents.</li> <li>• Ask other adults to notice good behaviour.</li> <li>• Reinforce what is needed to be successful.</li> <li>• Offer time to reflect.</li> <li>• Refer to class norms.</li> <li>• Log on pupil asset</li> </ul>	Step 1	<b>Verbal Warning</b> Child is given a positive reminder of expectations in class and informed of next step if unwanted behaviour continues.
	Step 2	<b>Recorded warning</b> Child’s warning is displayed on the board. A reminder of expectations in a positive manner.
	Step 3	<b>Name on the board</b> Child’s name will be displayed on the board. Remind child that a positive change in their behaviour is needed.
<b>Repairing Harm</b> <ul style="list-style-type: none"> <li>• Utilise the child’s EWB assistant</li> <li>• Involve any other key adults to provide support</li> <li>• Run a class/group problem solving circle/positive harm repairing circle</li> <li>• Run a formal class conference</li> <li>• Consultation with parents/family</li> <li>• Seek support from the EWB team</li> <li>• Ensure the deed is separated from the doer</li> <li>• Provide cool down/thinking place</li> <li>• Repair harm/consult with child as part of circle (letter of apology, community service etc.)</li> <li>• Ensure that EWB team are informed</li> <li>• Logged on pupil asset with detail or CPOMS (if racist, harassing, bullying or if child is SEND or CP)</li> </ul>	Step 4	<b>One Cross x</b> Child has cross next to name and is asked to move to another position within the classroom to work alone. Children must reflect on their behaviour and be given an opportunity to put it right.
<b>Reset</b> <ul style="list-style-type: none"> <li>• Removal from community for an agreed period time</li> <li>• Reintegration circle</li> <li>• Formal conference involving wider community members for example parents/phase leader etc.</li> <li>• Targets, contract of behaviour plan put in place</li> <li>• Managed move to another school for a short time</li> <li>• Strategy to be developed with EWB team involvement and SLT</li> <li>• Record on Pupil asset or CPOMS (if racist, harassing, bullying or if child is SEND or CP)</li> </ul>	Step 5	<b>Two Crosses xx</b> If the child’s behaviour is still unwanted, the child will be removed from the classroom environment and relocated in another area. The EWB worker should be called upon at this time to support the child in returning to positive behaviour. Repeated stage 5 incidents may lead to a behaviour contract, behaviour plan or targets being put in place for the child to support them with their behaviour. If a serious one off incident occurs, the SLT may decide upon an appropriate support or sanction including exclusion.



# Annex I

# Behaviour Policy: School Specific Information

## **APPENDICES – Individual to our school**

### **APPENDIX A : Our Code of Behaviour**

Our Code of Behaviour (school rules) is worded positively to emphasise good behaviour, it is reviewed at the beginning of the year by the school council and each class sets its own class expectations (non negotiables), which are displayed as a reminder and referred to regularly. Our school Code of Behaviour is displayed in every classroom and on all corridor areas, halls, etc

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## Behaviour Policy: School Specific Information (COVID 19 addendum)

### APPENDICES – Individual to our school

#### APPENDIX A: Arrival and Departures

In order for the management of safe entry and exit to our school building, the following start/finish times will apply.

<b>Year group</b>	<b>Line up / Start Time</b>	<b>End Time</b>	<b>Entrance/Exit</b>
Nursery	8:45am	11:45am	Nursery door
Rec	8:45am	3:00pm	Reception door
1	8:55am	3:10pm	1KP class door
2	9:05am	3:20pm	KS1 playground door
3	8:45am	3:00pm	LKS2 doors
4	8:55am	3:10pm	LKS2 doors
5	8:45am	3:00pm	UKS2 doors
6	8:00am	3:10pm	Y6 doors
Hive 2	8:55am	3:10pm	UKS2 doors

Classes will line up on the playground (in their marked area) and families are encouraged to maintain social distancing whilst they wait. Teachers will collect pupils and move them into the building promptly at the time specified above. Any pupil wearing a mask or face covering will be asked to remove it before entering the building and wash their hands immediately after. Temporary face coverings must be disposed of in a lidded bin and reusable masks will be placed in a bag to take home with them. If a child is not in the line in time, then they will need to enter the school through the main office.

To aid smooth and safe arrival system, staff should not hold conversations with parents/carers during arrival and collection times. Parents/carers are advised to contact the school office to share messages, arrange a phone consultation or appointment. Departure and collection from school will take place in the same area as arrival/drop off. Parents/carers are asked to social distance whilst waiting, adhering to outdoor markings. Any pupils who walk home alone must vacate the site promptly; groups of more than two pupils who linger on site will be dispersed by staff.

All staff will keep interactions with other year group 'bubbles' to a minimum in order to protect all parties and prevent cross contamination.

## **APPENDIX B: Hygiene**

On arrival into the building pupils will use hand sanitiser and once in school they will follow regular handwashing routines throughout the school day, safely coordinated by staff at designated stations. All classrooms will have a supply of hand sanitiser, tissues, disposable paper towels and lidded waste bins.

Pupils will be reminded about using tissues, for coughs and sneezes, plus how to safely dispose of used tissues. To help contain infection, pupils must wash their hands with soap and water or hand sanitiser after disposing of used tissues or paper towels. All pupils will be taught to understand that this is now part of how school operates.

Staff supporting children with hygiene will also follow the same routines and wash their hands thoroughly. Younger pupils and those with complex needs will continue to be helped to clean their hands properly and use the 'catch it, kill it, bin it' approach. Hygiene routines will be built into school culture supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.

## **APPENDIX C: Restricted movement around the building**

In order to operate a safe learning environment, children will remain in the same class with their fellow pupils and staff for all lessons. Each year group will become a year group ‘bubble’ and pupils will access intervention groups, playtimes and lunch time in their year group bubble. This measure is in place to protect each cohort of children accessing the site and minimise close contact between groups of children. Access to some areas of the school site will be limited; if movement to other areas e.g. the school hall is necessary, children and staff will follow a marked one way system. Only in the event of an emergency will this be altered. Any pupil not following this system will be reminded, in an age-appropriate way, of the reasons why these measures are in place, or be warned of possible sanctions if they continually break this rule.

Break times and lunch times will be staggered to allow as much space as possible in outdoor and communal areas. This process will help reduce interactions with other year group ‘bubbles’, thus reducing the possibility of cross contamination.

Year group	Playtime	Lunchtime
Nursery	Outdoor provision in EYFS playground	NA
Rec (including Hive 1)	Outdoor provision in EYFS playground	11.30am in the hall
1	10.20am-10.35am in KS1 playground	12pm in classrooms
2	10.20am-10.35am in KS1 playground	12pm in classrooms
3	10.20am-10.35am in KS2 playground	12pm or 12.30pm in hall
4	10.20am-10.35am in KS2 playground	12pm or 12.30pm in hall
5	10.40am-10.55am in KS2 playground	12pm or 12.30pm in hall
6	10.40am-10.55am in KS2 playground	12pm or 12.30pm in hall
Hive 2	10.20am-10.35am in KS2 playground	11.30am in hall

All movement around the school and during social times will be closely supervised by staff to ensure safety and behaviour expectations are monitored and supported.

### **APPENDIX D: Classroom activities**

To ensure classrooms remain as sterile as possible throughout the day, the school will be taking steps to maintain high levels of cleansing on all hard surfaces. Soft furnishings and equipment will be removed from classrooms for the foreseeable future.

Children will not share personal items or individual school equipment (pencils, pens, rulers) with other members of their class. Equipment which is used by more than one year group bubble e.g. sports equipment will be cleaned thoroughly between uses and children will be asked to wash their hands with soap and water or hand sanitiser after use. On allocated PE days children will be asked to arrive at school in their PE kit. Classrooms in KS1 and KS2 will be rearranged so that chairs and tables are organised into front facing rows. We acknowledge that some of our younger population or pupils with special educational needs may not fully understand the importance of social distancing and hygiene measures therefore staff will support, encourage and educate pupils in these areas. Staff will continue to adhere to social distancing and will educate and encourage particularly older pupils to stay at a safe distance from others as well as maintaining strict hygiene measures. Any pupils/s who persistently flout these measures will be warned and/or sanctioned accordingly as per the existing behaviour policy.

## **APPENDIX E: SEND Pupils**

All pupils with an EHCP will have had a risk assessment to determine whether it is safe for them to return to school.

Any member of staff working with a child who is receipt of an EHCP will be given a copy of the risk assessment and briefed by one of our SENDCo's on how to safely support the child's needs. Some pupils will need specific help and preparation for the changes to routine and behaviour expectations so teachers and SENDCo's will plan to meet these needs for example using social stories.

There may be children who struggle to self-regulate their behaviour and the added stress or anxiety of returning to school may be difficult for them, which could lead to them displaying behaviours previously not seen. In these circumstances the SENDCo will modify the risk assessment to ensure any new triggers are recorded plus appropriate actions to be taken to best protect the child and also the member of staff supporting them.

If a child's behaviour is placing themselves or others at risk of harm staff must consider the safest way to de-escalate the situation. This could include:

- Encouraging the child to leave the classroom with a member of staff and be taken to a safe calm area
- Safely removing other children from the classroom to a designated area

- Usage of Personal Protective Equipment (PPE) especially if the child is distressed and physical contact is required
- Following any incident where physical intervention has been used the school will follow the normal procedures as per the physical intervention policy (including updating the de-escalation plan) plus review the risk assessment.

## **APPENDIX F: Unacceptable Behaviour related to COVID 19**

The school will not and cannot tolerate behaviours that may place members of our community at risk of contracting Coronavirus. Any child or young person who spits or coughs at or towards others, threatens to carry out this act or demonstrates any other extreme behaviours which place pupils or staff at risk will face sanctions as per existing behaviour policy and parents will be contacted to help resolve the issue.

## **APPENDIX G: Remote Learning**

We will endeavour to ensure that pupils continue to receive a good level of education 'beyond the classroom' should this be required by providing online resources via Purple Mash, Marvellous Me and other identified learning portals.

We expect pupils to follow the same principles as outlined in the school's Acceptable User Policy, whilst learning at home. Any significant behavioural issues occurring on any virtual platform will be recorded, reported and appropriate sanctions imposed which may include temporarily suspending access to online learning and home learning being provided via printed work packs. Minor behaviour incidents will be addressed using normal restorative approaches. When dealing with behavioural incidents online, it may be necessary to have a discussion with parents to discuss and repair harm in order for the child to be emotionally well supported.

## **APPENDIX H: Rewards**

Our school reward systems remain in place but celebrating pupils' achievements or acts of kindness will in some instances be revised for the foreseeable future. Assemblies will be held remotely or in class bubbles and pupils achievements will be celebrated electronically with parents and the rest of the school via Marvellous Me, the school website, twitter or facebook pages.

## **APPENDIX I: Mental Health**

Pupils and staff mental wellbeing may have been severely affected during the Coronavirus outbreak due to various reasons. In times of uncertainty, it is vital that we support, encourage and guide one another, plus look out for and care for everyone in our school community.

We have dedicated staff including mental health first aiders and trained counsellors to support children and staff if needed.

As children and staff return to Dorchester it is important that they are provided with the opportunity to talk openly about how they feel, or are feeling as we adjust, plus offer strategies of how to manage worries or anxieties. All classes will be supporting the emotional wellbeing of children as they return to school in the following ways:

- Regular opportunities for children to talk about their experiences including through class community circles, weekly Jigsaw PSHE lessons and class check ins
- Opportunities for one-to-one conversations with trusted adults including Emotional Wellbeing Officers (Mrs Gasparelli and Mrs Boothby) where this may be supportive
- Some refocused lessons on relevant topics including mental wellbeing and staying safe, particularly in the first week back
- Pastoral activity such as positive opportunities to renew and develop friendships and peer groups in class and year groups with the support of our Emotional Wellbeing Officers (Mrs Gasparelli and Mrs Boothby)

If staff have concerns for the wellbeing of any child they must inform one of our Emotional Wellbeing Officers (Mrs Gasparelli and Mrs Boothby) or the Designated Safeguarding Lead (Mrs Chironda) if they believe the child is a significant risk.

## **Other Related Policies**

This addendum should be read in conjunction with policies such as: the Anti-Bullying, bereavement, Child Protection/Safeguarding, health and Safety, intimate Care, Physical Intervention and Special Educational Needs



# COVID 19 Addendum