

# BILSTON CHURCH OF ENGLAND PRIMARY



## BEHAVIOUR POLICY AND PROCEDURES FOLLOWING LOCKDOWN

This policy outlines the procedures that will need to be changed, in light of children returning to school following Lockdown during Coronavirus and our mission to ensure that behavior is 'Good'. Therefore ensuring the Safety of all children and staff.

Children have experienced an unusual amount of time away from school and the daily routines and expectations, which of course will have a detrimental effect on their behaviours and attitudes to learning. Staff will also be experiencing an unfamiliar practice regarding teaching and learning, whilst safeguarding themselves and the children.

When returning to school, children will be expected to observe a higher standard of personal hygiene and awareness of protecting themselves and others around them by social distancing. Again, this will also be a new territory for staff having to work under such restriction whilst ensuring that the restrictions do not become barriers to learning or cause anxiety or stress for others. Children will need to see adults around them as role models being hopeful, positive and in control of themselves.

There will be children with additional needs who may need an individual care plan, for the return to school. Involving the appropriate staff, with parents' support and agreement of how the school will deal with their child's individual needs in order to keep themselves safe and others around them.

[Actions for schools during the coronavirus outbreak - GOV.UK](#)

19.1 Will pupils be punished if they deliberately disobey rules on protective measures?

19.1

*It is important for schools to be calm and disciplined environments, where everyone follows the rules. Before they reopen, schools should update their behaviour policy to reflect the new protective measures and new rules and routines. It should also include appropriate consequences (such as sanctions and rewards), so that staff can ensure pupils understand them and can enforce them rigorously. The disciplinary powers that schools currently have, including exclusion, remain in place. Schools will be aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. Our guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state and how this can be reflected within the approach to behaviour set out in Creating a Culture.*

*protective measures mental health and behaviour in schools Creating a Culture<sup>1</sup>.*

Aim

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying

- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### Staff roles and responsibilities

Staff are responsible for:

- Implementing the behaviour policy consistently
  - Safety measures for social distancing all pupils
  - Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
  - Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
  - Prevent your class from sharing equipment and resources (like stationery).
  - Keep your classroom door and windows open if possible for air flow.
  - Limit the number of children from your class using the toilet at any one time.
  - Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms

- Modelling positive behaviour to ensure children do not experience anxiety or negative experiences whilst in school.
- Providing a personalised approach to the specific behavioural needs of particular pupils (following individual care plans)
- Recording behaviour incidents on CPOMS or the ABC form for children involved with SEND or Educational Psychologist (see appendix 2 for a behaviour log) whilst also considering effects that the Coronavirus might be having on a child or family.

The senior leadership team will support staff in responding to behaviour incidents.

### Parents' roles and responsibilities

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and also the changes when returning to school following Lockdown
- Inform the school of any changes in circumstances that may affect their child's behaviour, also health issues related to Coronavirus, which may affect the child or immediate family.
- Discuss any behavioural concerns with the teacher working with their child during the return to school.
- Follow rules on social distancing on the school premises.

## Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
  - follow any altered routines for arrival or departure
  - follow school instructions on hygiene, such as handwashing and sanitising
  - follow instructions on who pupils can socialise with at school
  - move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
  - understand expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
  - be expected to tell an adult if they are experiencing symptoms of coronavirus
  - follow rules about sharing any equipment or other items including drinking bottles
  - follow amended expectations about breaks or play times, including where children may or may not play
  - follow clear rules in relation to the use of toileting facilities
  - follow clear rules about coughing or spitting at or towards any other person
  - follow clear rules for pupils at home about conduct in relation to remote education

- understand rewards and sanction system where appropriate
- follow any reasonable adjustments that need to be made for students with more challenging behaviour.
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
  - Observing the one way systems in school and in classrooms
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Refrain from putting themselves or others at risk of infection.
- **Social distancing.**
  - Any child on school property that does not adhere to two metre social distancing will be reminded of the requirements of them being in school in the first instance.

- Should the child continue to not maintain a safe distance from others as an act of defiance they will be removed from the group and their actions discussed with them by a member of SLT. Parents will be spoken to at the end of the day.
- If the child then continues to ignore requests to socially distance, their parents will be contacted and asked to collect them from school as soon as possible
- **Deliberate spitting and/or coughing.**
- The Crown Prosecution Service said such behaviour could constitute common assault and there have been cases where members of the public have faced such prosecution.
  - We take the health and safety of our children and staff very seriously and therefore would act swiftly to protect them.
  - · Should a child deliberately cough and/or spit whilst on school property they will be referred to SLT to fully investigate.
  - · If this is found to be malicious, parents will be contacted to collect their child as soon as possible in order to protect all children and staff.
  - · SLT will then discuss future school provision for that child with their parents or carers

The following information is taken from our current Behaviour Policy any additional information provided in relation to Coronavirus is highlighted yellow

### Rewards and sanctions

At Bilston C of E we operate a house point system. There are four houses: St Leonards, Stonefield, Hickman, and St Edwards. Every child, is provided with a house and a house point book. Children are

awarded house points for: good work, positive attitude, being a good role model, sporting achievements, completing challenges, determination.

Certificates and medals will be presented by the teacher who is working with the group, due to no Weekly Achievement Assemblies

### List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Marvellous Me online rewards to inform Parents of positive behaviour
- Special responsibilities/privileges – this will be removed in the current situation to avoid unnecessary contact with others

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at break or lunchtime with the teacher in charge or dinner lady
- Referring the pupil to phase leader then senior member of staff verbal (the child must not be sent to another member of staff)
- Pupils must not be stood outside the classroom.

- Phone calls home to parents if parents do not collect their child at the end of the school day – parents may be asked due to the safety of others to keep the child at home if they can not adhere to the behaviour policy
- Agreeing a behaviour contract
- Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or Swimming – there will be no off site visits

### Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct and additional present circumstances

### Behaviour management

#### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules – during the first day of return new guidance will be shared with all children.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption – following new guidelines
  - Using positive reinforcement

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Putting others at risk from cross contamination
- Staff should try to use other methods of containing a situation – for instance removing other pupils from the situation before restraining a pupil or using furniture as a barrier

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful, detrimental to school discipline or a risk during the current situation. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated, to cater to the needs of the pupil.

The school's special educational needs co-ordinator (Mrs L Boden) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought; from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs of a pupil have been identified we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If necessary, a Care Plan will be issued with consideration of how to keep the child and others safe at all times.

### Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Teachers in charge of a group will discussed with current class teachers any concerns or pastoral issues.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year – return following lockdown. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Pupils also attending transition days to secondary school during the return following Lockdown. CPOMs also has a log of incidents.

## Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

All staff will also have additional training in preparation for the return to school following Lockdown, also procedures and guidance from DFE.

## Monitoring arrangements

This behaviour policy will be reviewed by SLT every week to ensure the safety is the uttermost importance during this time.

## Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safe Guarding Policy