



Addendum for Behaviour Policy at Rectory Farm Primary School – Updated March 2021

School Name: Rectory Farm Primary School

Policy owner: Sarah Heslop

Date: 7th March 2021

Date shared with staff:

1. Context
2. Reinforcing behaviour expectations
3. Staff and pupil induction
4. Identifying individuals presenting higher risk
5. Reducing individual risk
6. Expectations for the use of physical intervention
7. Supporting staff
8. Support from Central team

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible. At that time, schools and all childcare providers provided care for a limited number of children: those who were vulnerable, and children whose parents were critical to the COVID-19 response and could not be safely cared for at home.

The government announced on 11th May 2020 that schools should plan to re-open for children in Nursery, Reception, Year 1 and Year 6 from 1st June 2020.

Following a reduction in infection rates across the country, the DfE announced in June 2020 that schools would be fully open to all children at the start of the new academic year in September 2020. In preparation for this extended opening, a range of additional measures were introduced to ensure that the risks of spreading the COVID-19 virus was reduced and that children and staff were as safe as possible.

At the start of the Spring Term in January 2021, the Government announced another lockdown meaning that, once again, schools were only open to a limited number of children: those who were vulnerable, and children whose parents were critical to the COVID-19 response. At this time, positive cases across the country were rising exponentially, with the 'R' rate consistently above 1.

Following a reduction in infection rates, the decision was taken to re-open schools to all children from 8th March 2021

This risk assessment has been updated to reflect the updated position in schools during this period. This addendum sits alongside the school's main 'Safeguarding and Child Protection' policy, with the aim of ensuring procedures and practice are clear and risk appropriately assessed and managed.

2. Reinforcing behaviour expectations for all

All children at Rectory Farm Primary School understand the expectations of the school's behaviour policy and code of conduct. In order to reinforce this, the school review this addendum prior to each phase of re-opening and closure, to ensure that returning to school is as positive as possible for all children and staff.

3. Staff and pupil induction

Prior to return and during the first week of induction back to school, leaders and teachers will plan a clear induction for all children returning to school. Induction will be guided by the documents:

- NPAT Teacher Induction Support Checklist
- NPAT Pupil Induction Support Checklist

4. Identifying individuals presenting higher risk

Children who will find it particularly challenging to maintain the level of controlled behaviour required to maintain a safe learning environment in school, are to be identified prior to returning. In many cases, these children are likely to already have a personalised behaviour plan which will be adapted accordingly. However, there may also be individual children identified who do not currently have a behaviour plan, or Personal Handling Plan (PHP), but who schools leaders are concerned may present higher risk during this period. For these children, an individual risk assessment will be put in place in order to minimise concerns.

5. Reducing Individual risk

For all identified children at the school, class teachers in collaboration with SLT will:

- Update/write the child's behaviour plan or risk assessment
- Update/write the child's PHP, if appropriate

Before these individual children return to school, a telephone conversation will be made to explain the expectations and share the updated documents with both the parents and child.

This will be followed up by a 'door step' visit for the parents to sign the behaviour plan/risk assessment/PHP and the updated Home School Agreement.

While every effort must be made to support children's wellbeing and children who are finding the situation difficult will be supported, some behaviours are now not acceptable or safe. These will need to be discussed with children so that expectations and the reasons why we need to behave differently are understood and followed by all.

Staff must remain strong role models for safe working practices at all times.

	<i>Examples of Behaviours</i>	<i>Who will manage the behaviour?</i>	<i>Consequences</i>
Level 1	<i>Not social distancing</i>	<i>All Staff</i>	<i>Teacher / TA informs parents</i>
Level 2	<i>Walking out of class Throwing something with no intention to hurt Teasing a child/children that they have 'coronavirus' Ignoring an adult instruction related to staying safe</i>	<i>Teacher Senior leaders</i>	<i>Parents are informed by the class teacher. Repeated action leads to senior leader involvement Appropriate school based sanctions apply Repeated behaviour may lead to exclusion, as the risk may be judged to be too high to keep others safe</i>
Level 3	<i>Spitting Threatening to 'infect' others through touch or spit Physical Assault Throwing objects with intent to hurt others Absconding</i>	<i>Headteacher or senior leader</i>	<i>Examples given are likely to be exclusion. Every case, however, will be investigated and assessed by the headteacher.</i>

	<i>Bullying specific to Covid-19 / bereavement</i>		<i>The Headteacher will liaise with CEO, Julia Kedwards and the Chair of Governors to discuss next steps.</i>
--	--	--	---

6. Expectations for the use of physical intervention

During this period, Staff will continue to view physical intervention of students as a last resort. If students are behaving disruptively or anti-socially, every effort will continue to be made to manage behaviour positively to prevent the need for restrictive physical intervention.

In the following situations staff must continue to judge whether or not physical intervention would be reasonable or appropriate:

- Risk to the safety of staff, students, or visitors
- Where there is a risk of serious damage to property
- Where a student's behaviour is seriously prejudicial to good order and discipline.
- Where a student is committing a criminal offence.

Most staff will be working in their 'bubble' during each phase of re-opening. In order to avoid adults or children coming into contact there are necessary adjustments to how physical intervention can be used. Every effort must be made to support every child emotionally during this time. Individuals who already have a behaviour plan and/or risk assessment in place, with de-escalation strategy and/or PHP in place will continue to use this and all staff made aware of their needs.

If a situation arises where the use of physical intervention is required the Headteacher, or a senior leader, will be called immediately.

If a child is at immediate risk of significant harm, staff may well need to intervene. It is unlikely in this situation that there will be adequate time for a member of staff to put on PPE. Removing other children from the situation is advised as the safer option for staff to undertake until the Headteacher, or senior leader, arrives. This will be a judgement call for the member of staff based on the situation. If a child's behaviour poses a risk to others the Headteacher, or senior leader, will ensure that the parents are called and one member of the family will be asked to attend school to remove the child. In this situation the parent will be expected to use physical intervention if required rather than staff.

If a parent is required to remove their child from school, the Headteacher will reassess whether the child can attend school safely during this period of time.

7. Supporting Staff

The return to school at a time when infection rates in the community remain high may increase anxiety for some members of staff. To support staff who are anxious the Headteacher will ensure communication channels are open where teachers and support staff can discuss their concerns with their line manager or Headteacher.

Individual staff members will be involved in contributing to and will have read this addendum, as well as being involved in updating individual risk assessments and PHPs for identified children, where appropriate.

7. Support from the Central team at NPAT

Mark Rapps (School Improvement Leader) and Julia Kedwards (CEO) are the key points of contact during this period for issues relating to behaviour and can be contacted at any time to discuss policy and procedures, and individual circumstances in schools.