



**The Circle Trust Document:** Addendum to the Behaviour Policy Nine Mile Ride Primary

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Changes History:

Version	Date Reviewed	Based On	Changes Applied	Updated By
1.0	n/a	DfE behaviour guidance		ABrown

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**1. Scope-**

This addendum applies until further notice and sets out changes and exceptions to our normal behaviour policy. Pupils, parents/carers and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

The school may need to amend or add to this addendum as circumstances or official guidance changes and all changes will be communicated to staff, parents and pupils.

**2. Expectations for pupils in school**

**New rules**

At Nine Mile Ride primary School, we expect excellent behaviour and attendance from our pupils and families; therefore, when pupils are in school, we expect them to follow all the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents and carers should contact the class teacher, in the first instance if they think their child might not be able to comply with some or all of the rules, so that alternative arrangements and support can be put in place.

## Guiding Principles

- Behaviour will be taught, including our new routines for entering school, hand washing, social distancing between peers and the teacher. All staff are responsible for ensuring the rigorous and consistent application of our new procedures across school.
- Proactive risk assessment will reduce the potential for poor behaviour. We will endeavour to anticipate risks rather than simply reacting to situations.
- Communication to pupils will build their confidence. We will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. This will be tailored so that it is age appropriate and takes account of pupils with special educational needs and/or disabilities. We know that this will help to build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.
- Parents will be fully informed. We 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. We aim to build confidence with parents about the safe reopening of school.
- Boundaries will be clear. We will continue to use our rewards and sanction expectations which are already familiar to pupils. Through these we will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our school rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.
- Vulnerable pupils remain a key focus group (including those with a social worker, those with an EHCP or those who require additional support).
- Leaders and advisors will ensure that the guidance from the DfE and Public Health England is meticulously followed.

### 3. Expected behaviours – How we do things now

#### Bubbles:

During the full reopening of the school, pupils will be taught in consistent class groups of no more than 27 pupils (excluding Foundation Stage who will operate as a year group of 50 pupils). These groups or 'bubbles' will remain together for their time on the school site, in lessons and during social times.

#### Arrival at school:

Foundation Stage

We ask parents/carers to socially distance on the Foundation Stage playground.

Years 1-6

We ask that parents/carers socially distance on the pavement outside the main school gates. The gates will then be opened, and pupils enter the site on their own.

Pupils will arrive at staggered times and in year groups and we ask parents/carers try to stick to these times rigidly to prevent children from different bubbles coming into contact. We ask that parents do not gather around the entrance to the school in groups. If parents have children with different start times, we

appreciate the difficulty and ask that when one child has been dropped off they move away from the entrance of the school until it is the start time for other siblings, where the same lining up system will be used.

We would like the entry to school to be a positive and welcoming start to the day. Class teachers will be present to welcome children to school, ease anxieties and to ensure that social distancing is applied. Staff members will come to the gate to greet their bubble of children and to take them into school.

It is essential that children arrive and are collected on time to guarantee they can come into school; however, if children arrive late, we ask that parents phone/email the school office and someone will collect children and take them directly to their classroom.

Children can bring:

- School bag, water bottle, packed lunch and pencil case.

#### **4. Entering school / Lining up:**

Pupils will socially distance when lining up. This will be achieved through appropriate marked spaces being allocated on the playground, staggered timings, reduced numbers of pupils and staff support and markings. Children will enter through external doors straight into their teaching area. Lining up will create a calm and controlled start to the day and staff members will be able to stagger entry to ensure hygiene measures are adhered to. Children will either use hand sanitiser or will wash their hands on entry before starting activities. Children will wash their hands before break and when re-entering the building.

#### **5. Movement around the school:**

Non-essential movement around the school will be avoided. Staggered break times and lunchtimes will ensure that different bubbles of children do not mix. Children will use their external classroom doors to leave and enter, wherever possible. There will be no school assemblies and dinners will be eaten in classrooms or outdoors.

#### **6. Classroom expectations:**

In classrooms from Y1 upwards, tables will maintain social distancing and children will be allocated their own seat/table. Staff members will have their own allocated space at the front of the class. Children will be expected to remain in their seat whenever possible and all shared equipment/resources will be cleaned at the end of the school day. Where children have their own pack of resources, they will be for their exclusive use. We understand that this will look different in our early years settings and appreciate that social distancing will not be maintained with our youngest children. Children will be seated away from others when and where possible, and numbers of children will be limited in areas whilst children are accessing continuous provision. We are working hard to reduce interactions; however, accept that it will be impossible to keep our youngest children away from each other. Regular supervised hand washing will take place throughout the day.

#### **7. Exiting the classroom:**

Staff recognise the importance of a controlled exit. This will be done on a staggered basis and rehearsed and modelled with the children to make expectations clear.

Break times / lunch times: Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will spend their break times with pupils from their bubble, in a zoned area allocated to their group. They will not have free access to all of the school grounds, which may be in use by other bubbles. Children will wash hands before eating. Pupils will eat their lunch in their classroom or some arrangements may be made for pupils to eat outside, depending on the weather. Lunchtime staff will be allocated to each group and will supervise pupils and ensure that social distancing guidance is observed wherever possible.

#### **8. End of the school day:**

Pupils will leave their classroom area using staggered finish times and will wash hands or use hand sanitizer on exit. In Foundation Stage, children will be released to the parent/carer from the classroom door. In Years 1 to 6, parents/carers will enter through the main gates and wait in the garden area for their child to be released to them. At this point, both parent and child will follow the one-way system and exit via the single gate. Children will be encouraged not to wait for friends.

#### **9. Pupil Behaviour Expectations:**

- Arrive to school and leave to go home at the designated time using the main gate.
- Do not wait around for friends and do not group together with people outside of your family.
- Wash hands effectively with soap or use sanitiser every time you enter/exit the school and before/after each break and lunch within the day.
- Children will be reminded about limiting all physical contact of any type . This includes in play, hugging, handshakes, tig. (We understand that this will be very difficult with our youngest children).
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person.
- The seating in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a safe distance from others between and during lessons.
- At break times and lunch times, stick to your zone area and maintain a safe distance from others.
- Do not share belongings (food, stationary, books etc) with other and do not handle other people's belongings.
- Only use the allocated toilets and do not enter if there is somebody else in.
- Wash hands thoroughly after using the toilets.

- Keep all school items to a minimum and only bring in schools bags, water bottles, pencil cases, packed lunch and appropriate clothing.
- You must tell a teacher if you are feeling unwell, particularly if you feel that you have a high temperature, a continuous cough or are experiencing a change to your usual taste or smell.

## **10. Behaviour Management**

There are occasions when staff members will need to challenge behaviours which are not safe or not conducive to learning. We will continue to use the sanctions identified within the body of our main behaviour policy during this phased period of re-opening. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's behaviour policy. Any pupil who does this will need a risk assessment to establish whether they are able to remain in school.

## **11. Reasonable Adjustments:**

Leaders and teachers, with the support of the Inclusion Manager will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural expectations. Staff will make their best endeavours to ensure that pupils with additional needs are supported in understanding and accepting the changes to their school setting and the new expectations. 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 expectations, reteaching of behavioural expectations and adapted sanctions and rewards.

## **12. Use of reasonable force:**

We will continue to use the school's main behaviour policy in relation to use of reasonable force. 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. The decision on whether to physically intervene is a subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period. A risk assessment will be undertaken for pupils, based on evidence prior to school closure, who may require 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 within school. Following a risk assessment, the school may decide that pupils who are high risk should continue with home learning.

## **13. Attendance**

From 8 March 2021, attendance will once again be mandatory for all children, except where statutory exemptions apply. The expectation that parents/carers will let the school know if a child is unable to attend and the reason will remain. Pupils should not attend school if they have been given Public Health or clinical advice and will adhere to self-isolation period. During this time, pupils will have access to remote education via Google Classroom.

The register will be taken as usual and attendance codes used consistently. Registration periods will accommodate the staggered start times.

#### **14. Support**

Some pupils will need additional social and emotional support on their return to school so any identified children will be asked to complete a Thrive screening check to enable school to plan appropriate support. School will then engage with parents/carers to set expectations, understand concerns and build confidence.

The school will continue to work with other professionals to ensure the services and support are in place that will ensure a smooth return for children with special educational needs and disabilities.

#### **15. Monitor and Improve:**

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 relevant staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken every half term.