



## Introduction

Following the COVID-19 closure of schools to most pupils in March 2020, we have produced this addendum to our school Behaviour Policy in line with guidance from the Department for Education. Our aim is to prioritise the health, safety and well-being of our school community. In developing our guidance, we have taken account of 'Rebooting behaviour after lockdown' by Tom Bennett (Appendix 1).

At Market Harborough CE Academy, our strategy continues to be built around our determination to create an environment which, through shared systems and strategies, leads to effective self-discipline and behaviour management and strives to protect and build the self-esteem of every child in our community. Following the long period of closure, some children may have forgotten our expectations, or lost the habits that enabled them to flourish and thrive. Together, through frequent modelling and explicit teaching of existing and new expectations, we will support the children to observe the rigorous hygiene habits and etiquette, which we will need to insist upon, to maximise the safety and minimise the risk to health within the school environment. As part of this, we will ensure that:

- Prior to reopening, staff will be trained in the new safety protocols to ensure clear and consistent messages and routines are adopted with all children across the school.
- Staff will provide positive role models for children and display excellent hygiene habits at all times.
- On reopening, all children will be supported to understand and practice the new systems and routines which have been implemented to promote the health and safety of the school community. These are detailed in [Appendix 2](#).
- Children with additional needs will be given an increased level of support to understand the updated routines and expectations.
- Through class assemblies, PSHE lessons, modelling by staff and visual prompts, we will frequently reinforce our expectations.

## Our aim is:

- To provide a **safe learning environment** for pupils and staff during the Covid-19 pandemic
- That pupils will understand the importance of keeping themselves, their peers, staff and their families safe
- That pupils will respond positively to new routines, explicitly taught
- That pupils will feel secure and thrive during this extraordinary period

## Our School Rules during the period of partial school opening

The following 5 statements are based on our school values and will guide the behaviour of children and adults in school. **We have some extra rules which are important to keep us all safe in school.**

In our school, with God's help we:

### **Respect ourselves, value others and our environment and show compassion in all we do.**

- ★ We keep our hands and feet to ourselves
- ★ When we line up, we keep a distance from our classmates and stand still
- ★ We only use play equipment that has been provided and use it safely.
- ★ We move calmly around the school **with an adult** making sure our hands are by our sides and don't touch the walls or door handles. We make sure that we are not touching the person in front of us when we stretch out our hands.
- ★ We stay at our own desks and don't touch things belonging to others

### **Build strong relationships based on good manners, trust, generosity and forgiveness**

- ★ We speak kindly and respectfully to each other at all times.
- ★ We remain in our designated outdoor/indoor space (we stay with our bubble).
- ★ We play non-contact games within our bubble and know we need to keep a distance from our friends, even though it is hard.

### **Follow instructions and always try our hardest even when we find things difficult**

- ★ We follow adult direction and instructions
- ★ We wash our hands regularly following the systems my teacher has taught me.
- ★ We use hand sanitiser in the classroom and before we come in from outside every morning, break and lunchtime.
- ★ We keep our hands away from our mouth
- ★ We use a tissue or an elbow to cover our mouths when we cough or sneeze
- ★ Tissues go in the bin
- ★ We never leave the classroom without permission

### **Think carefully about the choices we make and try to be wise and courageous**

**Will count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been better people than we were the day before**

- ★ Share each day 5 things we are thankful for.
- ★ Share 5 things we can do to make others smile

## **Supporting children to behave well** [see Tom Bennett appendix]

We all need to understand what we mean by good behaviour and good routines so that we can give consistent messages to the children.

Staff are explicit about what good behaviour looks like and consistently reinforce routines.

- ★ Arriving in school
- ★ Lining up
- ★ Moving around school
- ★ Learning time
- ★ Using the toilet
- ★ What to do if you feel ill
- ★ Break time and Lunchtime
- ★ Entering the classroom
- ★ Exiting the classroom
- ★ Leaving school
- ★ Waiting for parent collection

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this. We need to be proactive and show the children what the behaviour looks like. This will need to be repeated and practised until the children can do this routinely. This will take time.

Boundaries need to be meaningful. We need to ensure that our consequences are enforced.

All staff need to implement these standards and expectations. There is no room for inconsistency, and it is an opportunity to really reset our behaviour expectations.

The consequences for behaviour that threatens the safety of others could include a fixed term exclusion. Examples of this are malicious or deliberate acts of transmission such as spitting or coughing on another child or adult.

We are all here to support one another. As Tom Bennett says ‘the higher the expectations – and they must be higher now – the higher the support required to achieve them. Staff training, calm student induction, checking for understanding and consistent repetition of norms are the foundation of good behaviour.

### **SEND/Children beyond**

It will be explained to pupils who usually leave the classroom in order to regulate their emotions and behaviour that this is no longer possible.

Alternative strategies will be identified and discussed with children and their parents in the form of a risk assessment. Children who will find it particularly challenging to maintain the level of controlled behaviour required to maintain a safe learning environment in school will be identified before they return [risk assessment].

A behaviour plan will be developed and the staff allocated to work with these children will call home and explain the new rules and routines.

Staff will talk to the child and parent directly about how to support their transition back to school and what strategies have been put in place in the classrooms.

## Communication with parents

- We will share the policy addendum with parents before children in EYFS, Year 1 and Year 6 return to school.
- Parents are expected to support the school in this new approach.
- If a child is presenting extremely challenging behaviour, we will work alongside parents and other agencies to ensure that the needs of the individual child and whole school community can be met.
- Where a behaviour plan is required this will be discussed with parents.
- If physical restraint has been used to prevent a pupil hurting themselves or others, as far as reasonably practicable, the parent of the pupil involved will be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff (if this is not already in place.)

## Rewarding Positive Behaviour and Work Ethic

At Market Harborough CE Academy we use a range of approaches to encourage good behaviour and positive work ethic including the following:

- ★ Spend time with the child
- ★ Showing trust and appreciation
- ★ Special responsibility /jobs
- ★ Non-Verbal praise – smiles/thumbs up
- ★ Verbal Praise
- ★ Informal parental contact
- ★ Comments on their work specifically linked to how they have succeeded

## Specific Rewards

<b>Individual</b>	<ul style="list-style-type: none"> <li>○ Each child will start everyday as 'Green'. This means that they all have a fresh start each morning. It also allows the quieter children to be recognised and rewarded for simply getting on.</li> <li>○ If they stay 'Green' throughout the course of the day, they will receive <b>4 merits</b> [one for before break/ after break/lunch/afternoon]</li> <li>○ If a child is placed on red during the course of the day, they will lose the <b>merit</b> for this session, but could still achieve 1, 2 or 3 <b>merits</b> for other successful sessions. 4 merits every day = certificate and recognition in special class Celebration Assembly each Friday.</li> <li>○ Additional <b>merits</b> can be awarded for exceptional behaviour.</li> </ul>
<b>Class</b>	<ul style="list-style-type: none"> <li>○ Each class teacher can determine class rewards, but the individual point rewards must be used as a system, which operates consistently across the school.</li> <li>○ For consistency, ALL classes will need to have a class reward system in place. This could be marbles in the jar, popping balloons etc. The aim will be that there is a special treat for children, at least once, over the next 5 weeks.</li> </ul>
<b>Houses</b>	<ul style="list-style-type: none"> <li>○ There will be no house awards this term.</li> </ul>
<b>Star of the Week</b>	<ul style="list-style-type: none"> <li>○ Each week, one child per class will receive a 'Certificate of excellence' in the Celebration Assembly. All reasons will be based on our school values. The reason for the reward needs to mention specifically what it is the child has done.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>○ There will be no Attendance Award</li> </ul>

## Schoolwide Approach to Discouraging Inappropriate Behaviour and Attitudes to Learning

When children behave in a way that is unacceptable, we believe it is very important that children recognise why that behaviour is unacceptable and the impact their behaviour has on others.

Good discipline stems from clearly defined and consistent patterns of dealing with problems, which are identified and subsequently followed through by all members of staff. Pupils must be able to see a developing system through which they will pass as the behavioural problem becomes more serious. By recognising the next sanction, they have been placed in a position whereby they can make an informed choice in respect of their behaviour.

### Sanctions

<b>Warning</b>	<ul style="list-style-type: none"> <li>○ Children are reminded of the expectations and asked to think about their behaviour. This step may happen several times depending on the nature of the incident. <b>Staff will need to use their professional judgement.</b></li> </ul>
<b>Step 1 – Amber</b>	<ul style="list-style-type: none"> <li>○ A verbal reminder is given about appropriate behaviour making reference to the school values or characteristics of learning – if the behaviour continues, the child will move to red.</li> <li>○ <b>The child does not lose a merit unless they move to red.</b></li> </ul>
<b>Step 2 - Red</b>	<ul style="list-style-type: none"> <li>○ If the behaviour continues / escalates, the name is written in the Red section for the session in the Class Behaviour Log - the child is supported in considering how to resolve and improve the situation as above.</li> <li>○ The child will lose some time e.g. 2 mins for reception, 3 mins for KS1, 5 mins for KS2. This will need to be break or lunchtime and consistently applied. The child will be expected to reflect on their behaviour at this time. [Following a child being recorded as red, staff will have an informal chat with parents, face to face where possible, to make them aware of the incident]</li> <li>○ At the start of the next session, the child is considered to be green, <b>but their name is not rubbed out of Red. This ensures there is a school record of persistent behaviour issues. Children who are red three or more times in a week will be alerted to Mrs Tayler/ Mr Norman and a phone call made home. This will be recorded on Arbor.</b></li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>○ If the child is unable to resolve their behaviour, it is now impossible to remove them to partner class and they will need to stay in their classroom. But if support is required, SLT will need to be informed. It is important staff feel supported, but we also need to know there are limited options. <b><u>If a child is removed, a phone call will need to be made to the parents to discuss the next steps.</u></b></li> <li>○ When the child returns to the classroom after the excluded session, they must be given the opportunity to put right and apologise what happened prior to the internal exclusion and be supported in reintegration.</li> <li>○ Details <b>MUST</b> be recorded on Arbor and this is the responsibility of the SLT</li> </ul>
<b>Step 4</b>	<ul style="list-style-type: none"> <li>○ Further deterioration of the child's behaviour at any point within the internal exclusion process could result in a fixed term exclusion. This includes biting, spitting and deliberately coughing over another person.</li> </ul>

## **Routines:**

### **Entry to school**

On arrival to school (via designated entry point) children will wait in line [designated space] by the side of their adult or on their own [year 6], enter the building one at a time - hand gel will be available on each entrance door for the children to use, then:

- walk to their designated workspace to put coat on spare chair and drinks bottle on their table, making sure they do not touch anything and take the most direct route [hands by my side]
- if completed, put reading book in box and an adult will issue them with their next reading book. Current reading books must be kept on child's desk. Any returned books cannot be used by another child for a minimum of 72 hours [box system].
- One member of staff on the door and second member of staff to monitor classroom/handwashing.
- Child will go to the sink and wash hands thoroughly with soap before returning to their seat. Children to complete task whilst the rest of their 'family' enter the school.

### **In the classroom**

- Before the children arrive, make sure that soap and hand gel are available outside. A seating plan will be created and adhered to every day – each child has their own space.
- On each desk, make sure there is a tissue for each child. Their pencil and crayons will also be on their desk in a plastic wallet each child must be taught to keep their equipment safe.
- Two chairs per desk (one for the child and one for their coat/belongings).
- A morning task must be ready for the children to complete before registration.
- Children must learn to stay in their space unless directed by an adult to move.
- Children must learn they cannot interfere with another child's bubble – [we don't touch other people].
- Any child who sneezes must use the tissue provided /encouraged to sneeze into their elbows, then put their hand up to ask permission to take their used tissue to the lidded bin. An adult will replace the tissue on their desk and wipe the table down. The child must then wash their hands with soap and use gel before returning to their seat.
- During lesson times, children must remain at their desks and resources/worksheets will have to be handed out by an adult as needed.

### **Hygiene routines**

- Hand sanitiser on entry to the classroom every time.
- Hand sanitiser/wash hands when leaving the classroom.
- Wash hands before eating food.
- Teach hand washing song (EYFS/1)/techniques [all groups] to ensure good handwashing technique.
- Explain the need to wash hands after using the toilet.
- Teach that they will only touch our own water bottle and food.

- In other words, Hand-washing to be part of daily routine at EVERY transition (entry to school, before/after break, before/after lunch and exit from school) and additional times if needed including PE sessions or outdoor learning.

### **Transition routines/around school**

- Any child walking around the classroom/school must be taught to have their hands by their side and not touch anything in their reach. If they see someone coming towards them, they must stop, turn their back and let them pass – this must be taught/modelled and reinforced. Children will be taught to walk with an acceptable distance between them – we can use arms outstretched as a check.
- All movement around school should be done externally [where possible] – not walking through the base of another group as much as is possible.
- Children should be lined up and moved as a group – social distance between the children and hands to the side.

### **Playground**

- Children should be lined up and moved as a group – social distance between the children and hands to the side as they go outside. Adult to be at the front of the line and leading them to the designated zone.
- Children need to be trained to stay in their area.
- Children to be taught to that they cannot play with other groups – We don't play with children in other groups.
- We play games that don't involve touching others. Adults to teach games.
- At the end of play, the children line up [signal whistle] at an agreed space to line up – socially distanced.
- Adult to lead the line back to class – walk with hands by side and distance between children.
- If you see another group coming, either stop and wait at a safe distance.

### **Lunchtimes**

- Wash hands before lunch.
- School lunches to be delivered to classrooms.
- Lunch to be eaten in classroom.
- Rubbish in the lunchbox or in the bin.
- Hand up to move out space.
- Wash hands.
- Children line up ready for adult to take out [same routine as playground].

### **Routines for collection at end of day**

- EYFS, KWorker and Year 1 parents to wait at designated lines – they are responsible for maintaining social distancing.



- Year 6 parents to wait on the Year 6 playground and they are responsible for maintaining social distancing.
- SLT/GT and SI to be out supporting parents and managing traffic flow.
- Children to wait in their space with items ready for home time. Children to be dismissed in a way that conforms with social distancing and orderly exits.

**New routines and procedures are practised until children clearly understand and can enact them.**

# REBOOTING BEHAVIOUR AFTER LOCKDOWN

Advice to schools reopening in the age of COVID-19



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## Better behaviour is the beginning of everything

Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. And now, with more students returning after a long furlough at home, behaviour will matter more than ever.

- 1 Students may have partially or entirely lost the habits that enable them to flourish as learners and as member of the school community. This will matter more for some than others.
- 2 Staff may also be a little rusty, and uncertain. This is perfectly natural. They will have been coping with a variety of new and anxieties.
- 3 Students will have to observe far higher standards of respiratory and tactile hygiene than ever before.
- 4 Many students – especially young children - will already have hygiene habits that we would probably describe as less than ideal, that become dangerous in the current climate.
- 5 Staff, too will have to observe not only this type of virological etiquette but also be expected to train and maintain these behaviours in others

Be aware that students with the most challenging behaviour may need a more targeted approach, pastoral support, therapeutic strategies, and so on. We should not assume that students are returning to school traumatised, and equally nor should we assume they are fine. Students need to see adults being positive, hopeful and in control of themselves- whether we feel it or not.

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## Rather than ask every school to reinvent this wheel simultaneously, here is my list of ten ideas about how schools manage it.

- 1 Define what you mean by good behaviour.  
There is an opportunity here for schools to re-evaluate what they actually want their behaviour to look like. Students have very different ideas and habits of how to behave. Staff do too. Teachers should define what behaviour they think is ideal in their classrooms; leaders, in their schools. Be concrete.
- 2 Good behaviour must be taught, not told. The best teachers and schools actively teach the behaviour they want to see, as if it were a curriculum.
- 3 Routines, habits and norms. All staff dealing with students must consider these questions:  
a: What behaviour do I want them to think is normal?  
b: What habits do I want them to develop?  
c: What routines do they need to learn in order to succeed as learners and human beings? This is crucial. In order for it to be as easy as possible to behave, students should be taught the specific sequences of behaviour they are expected to demonstrate.
- 4 Don't wait for pupils to misbehave- be proactive. This is particularly important for students who would be more at risk of sanction or exclusion due to insecure behavioural habits.
- 5 Make boundaries meaningful. Students need to know that deliberately misbehaving will result in consequences; the school must develop immediate/ fast responses. When behaviour is poor, or fails to meet the standard, it must be challenged. Most consequence systems fail because they are inconsistently applied by individual teachers, or across a school community.
- 6 Rewrite your behaviour policy and consequences to reflect the current circumstances. Unhygienic behaviour has to be reclassified from a misdemeanour to something much more serious. And malicious, deliberate acts of transmission (eg spitting, coughing) must be treated with the greatest seriousness.
- 7 Train staff first. Teach- don't tell- the behaviour staff need too. Leaders need to spend time with staff before students, and front load their professional development so that they both understand and know how to implement the new routines and are able to teach it to children.
- 8 Insist on implementation. New norms and standards can be taught, but unless someone monitors and maintains these standards, they quickly wither.
- 9 Reboot your expectations constantly. Behaviour needs to be a state of constant re-creation. This means a: continually, on a day-to-day basis, and b: Formally in a targeted way.
- 10 High expectations means high support. Everyone, from staff to students, have been through difficult times. The higher the expectations- and they must be higher now- the higher the support required to achieve them. Staff training, calm student induction, checking for understanding, consistent repetition of norms, demonstrated and corrected where necessary, these are the foundation of good behaviour.

➔ All rules have exceptions.

## Appendix 2

School behaviour policy addendum	<ul style="list-style-type: none"> <li>• Updates to behaviour policy</li> <li>• Any child deliberately coughing, spitting on another child or adult to receive a fixed term exclusion</li> </ul>
School behaviour system	<ul style="list-style-type: none"> <li>• School behaviour systems relevant to the year group should be followed.</li> <li>• Praise the positive</li> <li>• Expectations need to be gently but firmly enforced</li> </ul>
Celebration assembly	<ul style="list-style-type: none"> <li>• Completed in 'bubbles' weekly</li> <li>• Certificates given</li> </ul>
Write letter to all parents to communicate updates in routines and expectations	<ul style="list-style-type: none"> <li>• Routines for entering and leaving the school site</li> <li>• Hygiene routines</li> <li>• Classroom expectations</li> <li>• Playground expectations</li> <li>• Lunchtime expectations</li> <li>• School behaviour policy updates – systems, rewards, celebration assembly</li> <li>• First aid arrangements</li> </ul>
Train staff:	<ul style="list-style-type: none"> <li>• Routines for entering and leaving the school site</li> <li>• Hygiene routines</li> <li>• Classroom routines</li> <li>• Playground routines</li> <li>• Lunchtime routines</li> <li>• Behaviour policy</li> <li>• Behaviour system</li> <li>• Recovery curriculum</li> <li>• Celebration assemblies</li> <li>• We are the adults – however we may feel, we need to present as calm and confident</li> </ul>
Routines for entering the school site are communicated clearly to staff and parents	<ul style="list-style-type: none"> <li>• Time of entry / exit</li> <li>• Gate for entry / exit</li> <li>• Who can enter the site</li> <li>• The route children should take to their base</li> <li>• Identification of entry point into the building</li> </ul>
Routines for entering the building are communicated clearly to staff and parents	See routines
Train children on hygiene routines:	See routines
Train children on classroom routines:	See routines
Train children on transition routines	See routines
Train children on playground routines:	See routines
Train children on lunchtime routines	See routines
Fire evacuation routines	<ul style="list-style-type: none"> <li>• Exit building via entry route</li> <li>• Assemble at identified area and follow fire evacuation plan</li> </ul>
Routines for collection at the end of the day are communicated clearly to staff and parents	See routines
Recovery curriculum	<ul style="list-style-type: none"> <li>• Make children feel welcome and secure</li> </ul>

	<ul style="list-style-type: none"><li>• Compare learning at home and learning at school</li><li>• Discuss their experiences</li><li>• Acknowledge their feelings – plan to address these</li><li>• Revisit school values</li><li>• PHSE embedded in daily timetable</li></ul>
SLT teams assembly	<ul style="list-style-type: none"><li>• Weekly check in with classes</li><li>• Praise the positives</li><li>• Reinforce expectations</li></ul>