

**Aim**

The aim of this update is to ensure that everyone knows and understands the ways in which we must change our behaviour to keep everyone safe from the risk of infection; to ensure that where behaviour is unsafe, we are able to change that behaviour quickly, effectively and fairly; to help us to understand that our first priority is teaching safe behaviour, and that different approaches may be appropriate when differentiating between inadvertent or forgetful unsafe behaviour and deliberately unsafe behaviour.

**Our approach**

At Handsworth we recognise that following rules is a learnt skill which children need to be systematically taught and to revise frequently. To reduce the risk of spreading the coronavirus and keep children and staff safe we are introducing some new rules. These are detailed below.

The main aim of these rules is to reduce risk of spreading the coronavirus, but we recognise that things can go wrong when children are learning new habits. Should this happen, staff will consider what risk has been posed, and whether any immediate mitigation needs to take place (e.g. washing of hands), before responding to the problem as an opportunity for further learning (e.g. by reminding and reinforcing the rules or by discussing the risks of that behaviour).

Where a child behaves in a deliberately unsafe way (for example, by deliberately coughing or spitting on someone, or by moving into someone else's class "bubble"), the school will take this very seriously. Again, the first course of action is to consider whether any immediate mitigation is necessary. The problem will still be approached as an opportunity for further learning, but will also prompt urgent discussion with the pupil's parents or carers. If senior leaders believe it is necessary, a personal risk reduction plan may be drawn up with the pupil and family. The school continues to have a range of disciplinary powers including exclusion (as set out in government guidance - <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions>) and where it is deemed necessary for the safety of pupils and staff they will be used.

The additional rules have been broken down into three areas: be safe; be kind; be a bubble. For reasons of hygiene we have temporarily relaxed the school rules on uniform.

**The New School Rules during the period of partial school opening**

There may be other rules introduced which fall into these categories.

	In class	Around the school
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>We follow adult direction</li> <li>We wash our hands before entering school, after playtime before eating and before we go home</li> <li>We keep our hands away from our mouth</li> <li>We use a tissue or an elbow to cover our mouths when we cough or sneeze</li> <li>Tissues go in the bin (catch it, bin it, kill it)</li> <li>We only use the toilet when an adult tells you it is safe to do so. Flush the toilet after you've used it. If there is someone else in the toilet area or at the sinks you must stay 2m away from them. You must wash your hands thoroughly and dry them.</li> </ul>	<ul style="list-style-type: none"> <li>We follow adult direction</li> <li>We keep our hands and feet to ourselves</li> <li>We line up keeping 2 metres from our classmates</li> <li>We only use the equipment that has been provided outside the classroom</li> <li>We use equipment safely</li> <li>We move calmly around the school with an adult</li> </ul>
<b>Be Kind</b>	<ul style="list-style-type: none"> <li>We speak kindly and respectfully to each other</li> <li>We listen to the teacher and follow instructions</li> <li>We use good manners</li> <li>We are honest</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>We do not push or pull</li> <li>We are kind in the playground</li> <li>We talk to each other and try to work problems out</li> </ul>
<b>Be a Bubble</b>	<ul style="list-style-type: none"> <li>We do not move around the classroom without permission from the adult</li> <li>We keep a distance from others when we line up in the classroom</li> <li>We sit at our own desks</li> <li>We never leave the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>We are not allowed to move around the school without an adult</li> <li>We remain in our playground (we cannot move between playgrounds)</li> <li>We play non-contact games within our bubble</li> </ul>

### Consequences of inappropriate behaviour

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Lead adult	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others, squabbles	Reminder of school rules Verbal warning given in a positive way
2	Lead adult	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles	Visual reminder to support de-escalation Movement within the classroom, time taken from play/lunchtime or senior staff sent for to come to the room to support within classroom <b>Recorded on MyConcern</b>
3	Lead adult with DHT	Repeated incidents of 1 or offensive language to peers or low level unsafe behaviour e.g. not following instructions in class, pushing or pulling in the playground	To work outside their "bubble" with senior staff, reintegration when appropriate Parents notified Isolation from their bubble within school as a preventative approach may be taken. <b>Recorded on My Concern</b>
4	DHT	<b>Unhygienic behaviour such as spitting, coughing or refusing to wash hands</b> Violent or aggressive behaviour including racist / sexist remarks.	DHT immediately remove pupil from their "bubble" to work DHT or HT will make a telephone appointment to see the parents to discuss the possible sanctions and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil. Discuss decisions made by school including exclusion if required. <b>Recorded on MyConcern</b>
5	Headteacher	<b>Extreme or persistent</b> Unhygienic behaviour such as spitting, refusing to wash hands violent or aggressive behaviour	Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school

### Communication with parents

1. We shall share our new policy with parents before school starts.
2. Parents are expected to support the school in this new approach.
3. If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents work with the school to find a solution.
4. Targets or a behaviour contract may be given or a behaviour contract signed between home and school.
5. 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 must 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.

### Inclusion

1. Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.
2. It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.