

As we begin a new year and an exceptional time in our students' schooling it is important to review our behaviour policy to ensure we continue to provide a supportive, engaging and inclusive education for all and address the questions many students and families may have about returning to the school site. For the return of some students at the end of the last academic year we created a June 2020 addendum to our behaviour policy. As we welcome all of our students back in September 2020 we have again reviewed this policy to produce this addendum for full opening

The Staff and Governing Body at Blatchington Mill School are completely committed to our students' educational achievement and to maintaining a safe and stimulating culture that enables our students to grow as positive, productive members of society. Bringing more students back on site involves a great deal of thought in areas such as staffing, hygiene, movement around site, mental and physical health and behaviour. Here, we give clarification about the emotional and developmental support we will provide; how we will apply our behaviour policy to specific situations and outline our expectations of all students to ensure every child's time in school is predictable, consistent and safe. **At the heart of these considerations is the safety of everyone in our community - students, staff and families** as the country continues to respond to the Coronavirus pandemic.

This addendum should be viewed in conjunction with our Blatchington Mill School Behaviour Policy ([available here](#)). In the school's behaviour policy students and families can find details of how we promote desirable behaviour and respond to undesirable behaviour to maintain an inclusive and purposeful school culture. **We have very high standards of student conduct and fantastic students**, which puts us in a strong position to make necessary adaptations. Our expectations, routines and procedures, including the Student Code of Conduct set out in the BMS Behaviour Policy remain in place and now have details below added as part of **our approach to maintaining the high standards of conduct that are needed for every child to get the most out of their time in school academically, socially and emotionally.**

Maximising effort and time with teachers

Part of our approach to behaviour must consider how we maximise the time students spend in school. Every member of a class deserves to be able to learn without distraction and have teachers who are enabled to focus on teaching. A great deal of effort has been put in by many students during school closure and on our return to the classroom all students have a right to be able to get the most out of face-to-face time with teachers - to think, ask questions, receive feedback and consolidate and secure what they learned through hard work at home.

To maximise learning **school staff will:**

- **Model and guide students on effective learning practices**, especially those that enhance student ability to secure and retain what they have learned. In this we will follow quality educational research (e.g. [Improving Students' Learning With Effective Learning Techniques](#) and [Strengthening the Student Toolkit](#)).
- **Praise and recognise great work ethic** to build norms of high effort and peer obligation through teacher feedback, classroom praise and explanation, achievement points, assemblies, reports and celebratory messages home.
- **Plan and deliver high quality subject content** in effective ways that build powerful knowledge and understanding, again based on seminal educational research (e.g. [Principles of Instruction](#) and [Why Minimal Guidance During Instruction Does Not Work](#) and [Why didn't Assessment for Learning transform our schools?](#))
- **Reporting achievements and areas for development** to students and parents/carers. Student achievements can be viewed here: [SIMS PARENT APP](#).
- Assist pupils to overcome barriers to success through **effective pastoral support** (see below).

To maximise time with teachers, **students will:**

- (a) Engage fully with their learning, trying their hardest to produce work to the best of their ability and using opportunities in lessons to develop as learners.
- (b) Behave excellently, allowing other students and themselves to maximise time spent with teachers by avoiding distractions, putting great effort into their work and being kind.
- (c) Follow the expectations (see below) in terms of effort and conduct in video lessons, when some of their learning is delivered online (either prerecorded or live video lessons) to maintain teaching bubbles or in the event that they or a teacher is at home self isolating.

Blatchington Mill holds very high expectations of its students because we believe each of our students can develop as brilliant citizens, achieve wonderful personal successes and support others to do the same.

For students it is helpful to remember our Work Ethic categories as a guide on how to conduct themselves in school to meet these high expectations. The display below outlines very briefly what we expect all students to do the following each day at school. We hope this is a useful guide.

WORK ETHIC AT BLATCH

		
BEHAVIOUR	ATTITUDE	READINESS
We choose to behave excellently because it allows us to learn successfully and shows we respect other students' right to learn.	We put in consistent effort to produce high quality work because we want to be knowledgeable, keep improving and be successful.	We arrive to lessons on time, fully-equipped and in uniform because we respect other people's time and our own.

Emotional support and pastoral provision for students

A sense of emotional wellbeing contributes to our ability to thrive and enables students to learn well and conduct themselves appropriately in a community. Students will need varying levels of support on return to school. Many have shown admirable levels of resilience and developed self motivation over the period of school closure. For some the reassurance that routines are returning and the knowledge that there are staff there to help them will enable them to thrive. Some will need support with higher levels of anxiety about their health, self worth and futures and for others school must support them with the impact of trauma and bereavement.

At Blatchington Mill to support emotional wellbeing we will:

- **Be proactive in identifying those who need support** through monitoring our robust pastoral monitoring, communication with home, welfare checks, use of pastoral data and knowledge of pupils.
- **Ensure students know how to 'self refer' themselves** to staff for support including their Year Offices, academic mentors/tutors, teachers and tutors.
- **Ensure staff are trained and feel confident to offer support** to students through: teacher discussion, mentoring, advising on coping strategies, validating feelings, maintaining routines, adapting school commitments and communicating concerns with home and relevant staff.
- **Have a programme of more intensive support for students who need it**, especially those with additional needs and vulnerabilities. This will include signposting or referring students to services to support their wellbeing and helping them to apply what they learn back in school. Parents/carers can find links to support services here: [guidance-and-support-for-families](#), here: [BMS-Summary-Sheet-of-Available-Support](#) and external support here: [External Support](#)
- Make sure we work with external and community programmes that can offer support for our students and families, such as: <https://covidbrightonhove.org.uk/>
- **Continue with a pastoral programme in assembly and tutor time that reflects** on success, models positivity, focuses on the future and maintains motivation, whilst acknowledging emotional, social and cultural challenges students face today.
- Enact measures in our *bereavement policy* as appropriate. Staff can view the policy [here](#).

In addition, the emotional wellbeing of our pupils is supported by having an excellent curriculum. This year we will be recording lessons in advance or delivering live video lessons so they are available if a student is isolating at home. Ensuring those students who remain at home can carry on their learning is an important support for our students. Equally we expect students not in school but able to work, those who find attendance challenging, to engage fully in the recorded online learning available.

Promoting safety in school

Our approach to behaviour at Blatch is always positive - we believe in the power of promoting the benefits of great conduct. We know that by explaining the rationale behind our expectations, incentives and sanctions our student community will understand why great conduct benefits themselves and their peers. This is especially when coupled with more intensive support for those who fall short of expectations. In this way we 'get ahead' of any issues and also recognise when students are doing their best for themselves and their community.

To promote safety and wellbeing:

- We will regularly **teach students about their role in keeping themselves and others safe**, from assemblies and tutor time and discussion with staff to signage, reminders and parent/carer updates. As ever we do not just tell students about safe and appropriate conduct, we teach them about it so they understand why it is important personally and to their community. **Within this there will be safety procedures that must be followed by students and staff if they display symptoms of COVID 19.** These rules will include details on where to isolate and await collection and what guidelines to follow for self isolation at home.
- **We will signpost emotional and pastoral support** available to students who are finding changed routines of school difficult, leading to unsafe behaviours. Having spent a prolonged period away from the school site, some students will have developed habits that will not work in school and they will make mistakes. For most clear instructions, guidance and great teaching will help them get back into the rhythm of school, for a number some enhanced guidance, instruction and follow up will be required to enable them to meet safety standards and new routines.
- **Our school will celebrate student effort publicly and privately** in order to model safe conduct and community mindedness. Through celebratory messages home, assemblies, achievement points, praise and our Passport system, we will recognise where student conduct and effort promotes community wellbeing, including those who adapt easily but also those who find change challenging.
- **There will be new rules related to hygiene, physical distancing, movement onsite and groupings.** Students will need to understand why the social aspect of school is more limited and their learning environment is different. This will include the routes they can walk, spaces they can use, students groups they can mix with in social and learning times.

These new rules are outlined in the box below.

Students, parents/carers and staff must ensure they have understood all of the following new rules and procedures.

2020/21: New COVID 19 safety procedures and rules.

Illness/symptoms of Covid 19

1. Students who are **unwell with the following symptoms - cough, high temperature/fever, loss of taste/smell - must not come into school** and should be at home following guidance on self isolation and testing ([here](#)). The symptoms listed will be under review as more is learned about the virus. The school will notify families about our rules on attendance regularly.

In general, if a student is unwell they should not be in school. Students will be permitted back to school once a discussion has been had with their parent/carer and relevant school staff to ensure their return is appropriate. We expect all pupils to observe rules around self isolation at home including the duration of isolation if they or a household member has symptoms. We will have more vulnerable staff and students in school and have to be able to trust families and students to follow the rules, even when it is challenging. All school work will be provided on Google Classroom and contact made by school staff to ensure high quality learning can continue for isolating students.

In the event that a pupil is present at school with symptoms or has not observed the appropriate length of self-isolation (after the onset of symptoms in themselves or household members) then they will be placed in a medical isolation room on their own at school, their parents/carers will be called for the student to be collected.

Distancing and hygiene:

2. **Students must maintain physical distancing between themselves and adults** on site. This means in classrooms there will be a designated teacher space that pupils will not enter. Equally adults will maintain physical distance from one another on site.
3. **Students should not touch other students** in their bubble. The same physical distance required between adults or students and adults is not required between students but students should still seek to remain apart from fellow students in their bubble as appropriate. Students will remain in their designated seat instructed by the teacher and not move around the room unless permitted. Where appropriate pupils will be seated facing forward. Students must avoid touching one another at all times and will not share equipment.
4. Students **wash their hands and/or use sanitiser at regular intervals (entry to school and breaks) as a routine and if instructed by staff.** This will be at the discretion of school staff. Students need to avoid touching surfaces unnecessarily and follow all enhanced hygiene procedures.

5. Students are **expected to wear face coverings on public transport to school, when arriving at school, walking to classrooms, moving around the site (e.g. to the toilet or to break spaces) and when instructed by staff.** They will not need to wear them when stationary in their lessons or when outside in their designated break time space. An explanation of our approach on face coverings can be found on the BMS policy and notice page ([here](#)).

Groupings (bubbles) and movement

6. Students will **remain in their allocated teaching bubble throughout the day including during breaks.** This bubble will remain the same so pupils will not mix **at all with another group at any time during the school day.** This includes break times. In the school day pupils will only interact closely with peers in their bubble - this is a large change but one that will ensure safety and our ability to shut down only small parts of the school should we need to. This is positive because it will ensure as many pupils as possible can continue coming to school to enjoy their education. Bubbles have been chosen carefully so pupils will be able learning and having breaks with peers in their own year group who they will be familiar with. Naturally this is also an opportunity to make new friendships.
7. Students will **move around the site following their designated routes,** which will be explained to them. They will move out to break and return to the classroom in their bubble following designated routes. **At the end of the school day students will exit the school as directed by staff and not remain on site unless directed.**
8. There will be no need to travel around the site between lessons - the teachers will come to the pupils! This will be brilliant for maintaining a calm atmosphere and students do not need to worry about moving between lessons. Lessons will take place in the same room on each day (with the exception of PE). **Students are not permitted to leave their classroom without permission, this includes when teachers are moving between rooms.** Students will keep a copy of their timetable and if they need the toilet will speak to their teacher who will let them go at an appropriate moment.
9. Students are **expected to behave in a safe way on the way to and from school,** following national guidance on physical distancing, hygiene and use of face coverings.
10. Students **must be on time to school** (and lessons) **so they do not mix with other groups arriving at school.**

Classroom conduct:

11. Students will use school equipment with care, including Chromebooks.
12. All usual rules about listening to staff instructions regarding school work, effort in class and safety apply - see Behaviour Policy in [policies section](#). In general students are expected to their hardest to produce work to the best of their ability and to be focused, calm and kind to allow themselves and others to maximise learning time. **Students will follow all staff instructions related to safety** without issue and wait for appropriate moments to seek clarification.
13. **Students will follow the school behaviour policy including rules on uniform, phones and classroom conduct** so that no staff time is wasted enforcing known rules that are straightforward to follow. Students must **behave in a way in school that does not negatively affect fellow students ability to learn** and maximises their time with the teacher. This means putting in excellent levels of effort at home and in school, maintaining a positive attitude towards others, following instructions and not distracting staff or students. Support will be put in place (see above) for those who struggle to meet these expectations independently.

Video lessons:

In some lessons this year students will need to complete the lesson remotely, whilst other students in the room are taught another subject. For example a GCSE student in a teaching bubble may have one option lesson in their class when others are having another subject delivered to them. Or a teacher, individual student or student bubble may be self isolating at home and if they are well enough for school will receive their lessons remotely. In these instances of remote learning, we will continue to use Google Classroom. Some of these will be live video lessons, some pre-recorded depending on what the teacher judges is best for the content and environment. **Either way they will be the high quality our students deserve.**

Students should know that all lessons are recorded and all actions online can be traced to individual students and users. This is important to remember so everyone gets the most out of online learning.

14. Students must be **on time for the lesson** by logging onto the lesson on Google Classroom at the start of the lesson (according to the school timetable). They will remain on the lesson for the duration of the class, not using other applications or doing other activities at the same time, only what the teacher has guided them to do because they are in a class.
15. When a **lesson is being delivered remotely, students will complete their work independently using Chromebooks as required.** They will be positive about online learning, speaking appropriately and treating the lesson as any normal lesson with a teacher present. This means 100% effort, supporting peers to be able to focus on their learning and submitting all work. If students are finding it hard to focus in their home environment they need to contact their teacher explaining the issue.

16. Students will **use the appropriate method of communication with staff - this means GoogleChat, GMail email or the messaging function in GoogleMeet.** If a student is 'stuck' or unsure they must ask for help from their teacher using these methods and will ask questions that help them in their learning and do not distract others.
17. Some lessons will require microphones and cameras to be used, others will require them to be turned off. **The student will follow the teacher's direction on camera and mic use and if they are expected to communicate online will do so in an appropriate, polite and positive manner.** If cameras are used they will be used appropriately and not in a distracting way.
18. If at home students, like staff, will **wear appropriate clothing for school and will complete the lesson in a communal area of their home,** ideally with an adult present. Students **MUST NOT do their work in their bedroom or other personal area of their home.**

Expectations and sanctions

The school has a clear Code of Conduct that all students are expected to adhere to at all times. Equally our Blatch Basics and Work Ethic system give students clear guidance on what behaviour, effort and preparedness we expect of them. These all continue to apply. The following section outlines some of the consequences and expectations related to new safety procedures and rules.

As well as those behaviours outlined in section 12 of the BMS Behaviour Policy the rules in the box above must be followed. Naturally, we seek to build great behaviour norms positively but there are instances where clear consequences are required, though **we know that Blatch students are brilliant and will support each other through kind and calm conduct. We will continue to use our clear framework of routines, incentives and high expectations** because they protect all students, especially the vulnerable, who need a calm, consistent environment in which to learn. All students have a right to be able to learn and be safe - our duty to provide this sits at the heart of our behaviour policy and is even more pertinent in a time of uncertainty. **We know our students and their parents/carers expect them to be able to come to school and not have their learning disrupted.** We have a duty to maximise students' time in school so meaningful boundaries and incentives must be in place alongside teaching, modelling and recognition.

Any behaviour that falls short of the rules above will initially be viewed as B3 and B4 (see Blatchington Mill School Behaviour Policy - [available here](#)). This means staff will engage the student in reminders and discussion to make sure they understand how to correct their behaviour. Staff will speak with parents/carers to reinforce expectations, use other restorative approaches to keep them on track and also use sanctions up to detention as a disincentive and to mark to the whole community where behaviour is not acceptable. **These rules after all are all about maintaining safety.**

For students with additional needs, such as SEND, the school will ensure appropriate support is in place to help them meet the expectations above, which are important for their wellbeing and that of others.

More serious misbehaviour

There are **some behaviours that are not absolutely not tolerable in a climate where hygiene and safety are even more important.** Parents, staff and above all other students expect school staff to take incidences of dangerous behaviour very seriously. The school will treat the behaviours below as B5, which will result in parents/carers being notified immediately and asked to collect a student and the student's place at school being put under review.

Any of these will be deemed a serious breach of the school behaviour policy and Student Code of Conduct and will result in internal exclusion as a minimum and may result in the possibility of fixed or permanent exclusion.

In all cases it is important to remember students will have already had teaching, reminders and explanations so will know why that conduct below is even more dangerous as a result of Coronavirus and has the potential to affect not just a fellow student or staff member but their families. **Students need to be aware that these rules apply to them beyond the school gates as they travel to and from school and when they can be recognised as Blatchington Mill Students.**

The following are completely unacceptable and will result in **B5 sanctions to protect others in the community.**

- **Deliberate coughing, spitting or deliberate sneezing in the direction of other students or in general, for any reason.** This will be treated with the utmost seriousness because it creates alarm and is potentially dangerous for classmates and their families. What we are preventing here is incidences when individuals seek to worry or upset others by doing the above or incidences where pupils seek to make light of this, mock safety measures or use the above in a supposedly humorous way. Deliberate includes coughing or sneezing in someone else's direction when they are not actually suffering from either or if an individual does have a cough or sneeze and deliberately refuses to cover their mouths. Obviously if the cough is persistent they will be moved to medial isolation.
- **Other deliberate and or malicious acts related to transmitting infection, such as spitting or spraying liquid.**

- Any actions that endanger others or involve deliberate prolonged physical contact with other students or adults.
- Ignoring instructions to maintain physical/social distancing in school or on the way to and from school. Most instances of a student not following physical distancing will be because they have forgotten, just as we do as adults. However continued instances after explicit reminders or deliberate disregard of this rule are not acceptable and show a lack of care. There will be support for those few students with additional needs who cannot recall rules around physical distancing.
- Ignoring instructions to follow routes and rules for movement around school. This includes truancy and unexplained lateness.
- Repeated disruption of their own and other students' learning or social time, including attempting to mix groups after being instructed not to.
- Repeated breaches of the school rules and *Student Code of Conduct*.

Our most serious B5 sanctions are always a decision taken by the senior leadership team after investigation alongside pastoral leaders. B5 sanctions always involve parents for conversations to discuss how to support the child to change their conduct whilst consequences signal to the whole school community why these behaviours are unacceptable.

Conduct outside of school in relation to Covid 19

At Blatchington Mill we feel a strong sense of duty to the local community and, as such, will take the necessary steps to deal with unacceptable behaviour in the community. Students whose behaviour falls short of our standards are expected to engage in work to understand why such behaviour is wrong and restore the relationship with the community. During the Coronavirus pandemic these expectations have become even more important because the consequences can be more serious.

The School Behaviour Policy outlines the position the school has in being able to deal with behaviour beyond the school gates must for clarity we have have stated that:

Any student wishing to come into school should be following the latest government guidance, this includes in the activities they do outside of school and who they do them with. For example we expect students to be physically distancing outside of school and that the size of groups they gather in must be no larger than what is outlined in the latest guidance, which can be found here: www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july

We expect this because it is fair on everyone. Parents and carers need to know that when they send their children into school to be with other children that those other students are observing the rules around social distancing and gatherings. Equally, our staff, neighbours and our students will want to be sure that everyone in school is following the guidelines in place to keep us safe, especially those who may be vulnerable or living with those who are vulnerable.

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Review : Ongoing