

Covid-19 Behaviour Policy Addendum
September 2020

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Introduction

This addendum to the school's behaviour policy is published in response to the current government guidance on managing the risk posed by Covid-19. To reduce the risk of spreading coronavirus among students and staff schools have been directed to use a range of protective measures to create safer environments in which the risk is substantially reduced.

As more students return to school, a number of important safeguarding principles which are related to the behaviour of students must be considered and guide our addendum to the behaviour policy. The health, safety and wellbeing of our students, staff and wider community are at the centre of this policy addendum.

We appreciate that the Covid-19 pandemic has been a very challenging time for many and some of our students will be returning to school with a range experiences from the past several months. As such we base the revised expectations of our students and staff on respectful behaviour which aims to create a safe place for everyone.

There are clear consequences for students whose behaviour threatens to compromise the wellbeing of others, but our approach to correcting behaviours is centred on educating, modelling and encouraging students.

This addendum should be read in conjunction with the school's positive behaviour policy.

Rewards

Rewards will continue to be issued in the same way as under the school Behaviour Policy, with positives and corresponding rewards issued to students by staff in school via ClassCharts. Although rewards will no longer be given in assemblies due to temporary cessation of these, year group assemblies via video or live streams to form groups can be used to name and praise specific students or groups of students achieving accumulated positives or specific awards.

Postcards will be given out in school rather than posted home to further reduce risk of transmission, and emails will be sent informing families as and when these are being issued in school to their child/children. The same will be done for other awards.

We will continue to encourage all our staff to give positives through staff training and briefings, including encouraging staff to look out for those who may quietly work hard and go unnoticed so positives can be fairly distributed, and their success rewarded. We will continue seek out the positive to praise students verbally and via positives as much as we can to motivate and reassure students.

Classroom expectations

Expectations in school will remain the same as is shown in the existing school behaviour policy, with the following still paramount to encouraging a same and purposeful learning environment for all students.

- 1) Following instructions first time, every time
- 2) Be on time
- 3) Wear correct uniform
- 4) Demonstrate PRIDE
 - Perfect presentation
 - React responses
 - Independent work
 - Date and title
 - Equipment
- 5) Have a positive attitude
- 6) Be respectful to all members of the academy community
- 7) Meet all your deadlines

Key alterations during the implementation of this addendum in specific areas will be:

- Within “Demonstrate PRIDE”, React responses may not always be based on written feedback as physical marking of books will be reduced initially as per the Risk Assessment, but React to other forms of feedback such as verbal, whole class etc. will still be expected.
- Also within “Demonstrate PRIDE”, equipment in some areas may be reduced under the Risk Assessment but this will be clearly communicated to families and students so students know what to have with them as a minimum.

Sanctions

In lessons there remains the clear procedure for teachers to use when confronted with behaviour which does not meet expectations which we refer to in the behaviour policy as the phase system. This is visible on our sanctions pyramid (see Behaviour Policy page 10). Students failing to meet expectations will be given a verbal warning (Phase 1) in the first instance. Once issued any further behaviour which does not meet expectations will lead to a negative linked to that behaviour (Phase 2). Once a negative is issued, if the student is not meeting expectations again, they may be moved within the classroom (Phase 3) to give them one last opportunity to rectify their behaviour and continue with the lesson if it is safe and appropriate to do so. However, if the student fails to meet expectations again, they will be required to leave the lesson (Phase 4). This means, as per the school reopening plan, the session manager will be called to collect the child and ensure supervision elsewhere for the remainder or part of the lesson.

Detentions will continue to be used during student's free time as a sanction. Detentions will happen via year groups to support the zoning of students in accordance with the school reopening risk assessment and school September 2020 reopening plan. As such detentions for specific year groups will be held on the following days.

Monday – Year 7 (Room 2)

Tuesday – Year 8 (Room 31)

Wednesday – Year 9 (Room 13)

Thursday – Year 10 (Room 73)

Friday – Year 11 (Room 42)

Detentions will be held in the Hibret Hall, with detentions related to organisation problems (such as missed deadlines, missing equipment etc.) held at break times and those linked to disrespectful or disruptive behaviour held at lunch time. Students on either detention will be dismissed a few minutes before the end of lunch or break to get to where they need to be, use the toilet or collect their lunch if on a lunchtime detention.

To prevent accumulation of sanctions and allow students a “fresh start” at the end of a detention, accumulated detentions will not be carried over after one detention has been attended. However, accumulation of detentions may trigger additional sanctions (of which further information is provided below).

The Room for Improvement (RFI) will be used only when available, when absolutely necessary and if reasonably safe to do so. RFI, or a suitable alternative where the student is under supervision elsewhere, can be used for students accumulating increased detentions with no noticeable improvement after interventions have been put in place and will be used as a way to give students a “fresh start” by going back into lessons the next day without sanctions being carried over.

Session Manager

If a student's poor behaviour is serious enough in lesson to warrant immediate escalation (see consequences page 9 and behaviour pyramid page 10 of the school behaviour policy) then the session manager can be called to remove the student from lesson.

Due to safety measures put in place under the reopening risk assessment and school reopening plan the Room for Improvement (RFI) will no longer be used for students reaching Phase 5 on the sanctions pyramid unless absolutely necessary, there are enough staff to man it effectively, and it is reasonable safe to do so. As such, Sessions Managers will be called to assess the seriousness of the incident and decide appropriate interventions and/or sanctions based on availability of resources, staff and the seriousness of student's actions. As outlined later in this document, some breaches of safety measures may lead to students not being allowed back into lesson and potentially being excluded for what we deem as behaviour risking the health and safety of others.

Interventions and restorative work

To both prevent accumulation of sanctions, and intervene with students displaying poor behaviour to help them improve, sessions will be arranged for key students/groups of students and led by a member of Senior Leadership, Extended Leadership Team and/or pastoral team aimed at delivering sessions on aspiration, self-discipline and our Christian Values to help students improve in specific areas of behaviour. Key students in need of these sessions will be identified by Year Managers and Achievement Directors during their pastoral meetings (see below), and parents will be informed of times and dates of these.

In school Year Managers will be able to run anger management sessions to support students identified as potentially benefitting from this, and to support them in their positive behaviour. These, as well as the support interventions mentioned above, may be used when appropriate as an opportunity for a “clean slate” allowing accumulated sanctions to be marked as completed.

Where students have challenged the authority of a member of staff by showing disrespect restorative work may be appropriate to support the member of staff and help the student rectify their behaviour. This would be in conjunction with sanctions given, and will be organised by Achievement Directors, and where needed will be led by Year Managers and/or members of Extended Leadership Teams (specifically Head of Subject where the incident occurred) depending on the severity of the incident.

Pastoral meetings

Held by the Assistant Principal for Student Development and/or Inclusion these meetings will be used with pastoral staff to identify which student require interventions or support for behaviours which are hindering student's success in school. Interventions based on the specific behaviours will then be discussed and decided upon to support the student. These can include, but are not limited to,

- anger management
- support with being more organised
- mentoring
- counselling
- formal monitoring (see “reports” below)
- reasonable adjustment plan (RAP)
- pastoral support plans (see page 7)
- individual Pupils Risk Assessment (IPRA)
- attendance a restorative session
- involvement of the Area Inclusion Partnership (AIP)
- managed move
- attendance action plan (AAP)
- use of alternative provision

Families will be informed of decisions made and consideration of their views may be used to inform plans where appropriate.

Reports (monitoring of student's behaviour)

Physical report cards will no longer be issued to students during the implementation of this Covid-19 addendum as sharing of such an item could pose a risk of transmission of infection. As such students on report will be highlighted to staff as being monitored for behaviour, which will be done via email to staff, staff briefings, etc. As with report cards the decisions around these monitoring measures being needed will be decided by Achievement Directors and Year Managers during Pastoral Meetings. The decision to monitor a student can be done if there is evidence to suggest it would support the student, and also in line with the report cards as listed on the behaviour pyramids (see page 10 of the Behaviour Policy).

This form of monitoring will continue to be an opportunity to track a student's behaviour and attitude to learning and can be used to target specific behaviours which the student is required to improve. It is also still an opportunity for a student to see their progress, highlight success and, if necessary, monitor poor behaviours which require further intervention.

Monitoring will be logged on Provision Maps, and can be led by Form Tutors, Year Managers, Achievement Directors and, where appropriate, Senior Leaders.

Although families will not be required to monitor and sign student a physical report card they will be updated by the person leading the monitoring procedure via pre-arranged methods including email, phone calls etc. and pre-arranged intervals

Failure to meet social distancing, hygiene and/or other Covid-19 safety measures

Students repeatedly failing to meet safety expectations put in place for the protection of staff and students against risks posed by the spread of Covid-19 may be required to leave school. This decision will be made by the school Principal, or the most senior member of staff available. The family will be contacted to collect their child if this is the case and they must make arrangement for the child to be collected or sent home. A decision will then be made and communicated to the family about next steps which will include, but are not limited to;

- when the child will be allowed to return to school
- if a formal meeting is needed with the child and/or family (while meeting social distancing guidelines)
- if an Individual Pupil Risk Assessment (IPRA) is needed
- if a Fixed Term Exclusion (FTX) is to be put in place (likely in cases where students may intentionally spit, sneeze or cough on others or even pretend to do so)
- any educational or restorative work that will be put in place
- any consideration of reduced days or limited attendance to lessons and how long this would be for if needed (in line with statutory guidelines and Local Authority expectations)

Examples of behaviours deemed in breach of Covid-19 safety measures include, but are not limited to...

- continual failure to keep 2m distance from adults in school
- continual or clear intentional breach of zoning (leaving assigned year group areas)
- intentionally grouping together in toilets where only one is allowed at a time
- intentionally spitting, coughing or sneezing (or pretending to) on/towards others*
- entering/exiting school via entrances not assigned to their year groups
- refusing to sanitise or wash hands when required **

**The professional judgement of staff will be used to decide if such an action was intentional or accidental regardless of student's own views or the views of their peers.*

*** Students bringing their own sanitiser may be required to show that it is alcohol based and therefore suitable for cleaning hands under the Academy Risk Assessment*

Pastoral Support Plans (PSP)

As a tool to support students in improving behaviour these plans will be used for students displaying serious individual or significant repeated behaviours which makes them likely to be considered for managed moves, repeated exclusions or permanent exclusions. These pastoral support plans (PSPs) are specifically designed to help prevent this from happening.

When considering a PSP the school will consider the likelihood of underlying unidentified special educational needs or disability (SEND) which may be contributing the poor behaviours. In addition, where personal circumstances may account for some of the behaviours this may also be considered, and alternatives to a PSP used based on assessments. However, it is important to note that poor behaviour does not necessarily mean these alternatives will be needed, and a PSP may be the appropriate intervention.

PSPs will be quality assured by members of SLT, with checks made on the criteria considered for the PSP to be implemented. Guidelines for the PSP, and which level of PSP, are as follows.

PSP 1 – 16-week plan issued for...

- periods of severe dysregulation (continual disruptive behaviour leading to continually receiving more than 2 detentions a week)
- a single Fixed Term Exclusion (FTX) for a serious incident
- a single or repeated serious incident of physically or emotionally harmful behaviour towards others

This plan would be informally reviewed at 2/4 weeks and formally at 8/16 weeks. Plan lengths, interventions and objectives can be reviewed and changed at these times in light of successes, changes in behaviour etc.

PSP 2 – 16 week plan issued for...

- failure to improve after PSP 1
- child/families wish to move onto a PSP 2 to continue to support their child after the PSP 1 ends
- being at serious risk of more FTX or permanent exclusion

This plan would be informally reviewed at 2/4 weeks and formally at 8/16 weeks. Plan lengths, interventions and objectives can be reviewed and changed at these times in light of successes and changes in behaviour.

It is important that the student and family appreciate that the PSP2, although still a plan of support, may have a particularly serious outcome i.e. permanent exclusion, if the child does not succeed in reaching the agreed targets.

Training

Students will receive presentations in the first week of the new academic year in form groups to inform them of behaviour expectations, so they have every chance to be successful. Expectations around school site changes and rules relating to the Covid-19 risk assessment will be done with students in the first week back.

Staff will receive training on the behaviour policy addendum in the first week back in preparation for teaching. In addition, training on PSPs, interventions and Pastoral Meetings will be led with key behaviour/pastoral staff by the Senior Leadership Team in the first weeks of opening.

All staff required to act as a session manager will receive training from the Senior Leadership Team on requirements of this role and intervention needed in light of this addendum.

Expectations of our staff

Staff will...

- meet and greet the students as they arrive to lesson where they can
- continually monitor students and encourage them to keep social distance of 2m from all adults
- monitor that students remain in their allocated year group zones
- ensure students have and only use their own set of equipment for learning
- ensure students are socialising in their allocated year group zones during social time
- ensure students use their allocated toilet facilities in line with expectations i.e. only 1 student at any time
- explicitly check and remind students about hand hygiene expectations on entry and exit to building, on leaving the classroom and when using toilet facilities
- when required, request additional hand sanitiser, tissues etc. for their classrooms
- promote and expect good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach from all students
- not allow students out of lesson unless they have a toilet pass or it is a serious medical issue

Expectations of our students

Students will ...

- follow altered routines for arrival and/or departure to the site;
- maintain a social distance of 2m from adults and students not in their year group
- follow the hand hygiene expectations – using hand sanitiser on entry and exit to the school building and before leaving the classroom. Washing hands after using the toilet facilities
- remain in allocated zones for lesson and break times
- not attempt to gain access to any out of bounds areas of the school
- wear full and correct uniform
- not ask to leave lesson unless they have a pass to do so
- exclusively use their allocated stationery and equipment during lessons; students must not bring in or share any equipment.
- remain at their allocated desk or learning space and ask the member of staff leading if they feel they need to leave their place for any reason
- socialise in their allocated zones during social time
- use the allocated toilet facilities for their group in line with expectations i.e. only 1 student will be allowed to go in to the toilet area at any one time
- practice good hand and respiratory hygiene in relation to sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching their mouth, nose and eyes
- not threaten to or intentionally cough, sneeze or spit at another student or member of staff

Consequences related to school Covid-19 safety measures

Step	Behaviour	Action
1	Unintentional behaviour which does not meet expectations i.e. not keeping within 2m social distancing, not using hand sanitiser when leaving classroom	Reminder Staff remind student of reason for expectation – respect and safety of others Log on Classcharts
2	Repeat of behaviour (not necessarily intentional)	Remove from lesson/area by session manager or other appropriate member of staff for pastoral conversation and, if needed, sanctions put in place. Log on Classcharts
3	Intentional behaviour which does not meet expectations of routine and procedures i.e. not maintaining 2m social distance, refusing to follow hand hygiene routine, moving around the classroom without permission, going in to out of bound area.	Removed from lesson/area for pastoral conversation. Remain out of lesson/area and call home to inform family. Parents/carers contacted and informed about behaviour and sanctions. Fixed Term Exclusion (FTE) may be used if deemed necessary depending on severity of incident/s. Log on Classcharts
5	Deliberate behaviour that compromises the safety and wellbeing of others. i.e. aggressively threatening to or actually coughing/spitting at staff or another student, total defiance of all or a number of expectations	Remove to safe space. Incident discussed with SLT Lead and Principal. Decision made on evidence – possible FTE. Parents/carers contacted and informed about incident. When student returns to school consider IPRA creation/update.

Consequences/Sanctions guide for behaviour

Incident	Dealt with by	Consequences
Not responding to verbal warning	Teacher	Negative / phase system
Missed deadline Missing equipment Incorrect uniform	Teacher	Negative (x3 per half term = break time detention)
Late to lesson Not following instructions Out of bounds Chewing gum Fail to demonstrate PRIDE Fail to complete REACT	Teacher	Negative (x2 per half term = lunch time detention)
Use of mobile phone Poor behaviour in Phase 4 room Offensive language overheard Plagiarism/copying Littering Disrespectful behaviour towards staff or peers Irresponsible behaviour Refusal to follow instruction	Teacher/Year Manager	30 minute break time detention
Truancy Graffiti Refusal to follow instruction Serious defiance towards staff Poor behaviour in Room for Improvement Fighting /Provoking aggression	Teacher/Year Manager/ Achievement Director	Detention Room For Improvement Intervention/restorative session

<p>Abusive language/swearing towards staff Vandalism Assault Theft Intimidation Smoking/vaping on school ground/near school Possession of stolen items Possession of alcohol or illegal drugs Threats made towards others Racism Extortion Setting off fire alarms Harassment Inappropriate sexualised conduct Bringing weapons (including replica weapons), and/or other illegal items into school Arson</p>	<p>Achievement Directors / SLT</p>	<p>Fixed Term exclusion Permanent exclusion Managed move Alternative provision</p>
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