

Astrea Positive Behaviour Policy 2020 - 2021

Annex – COVID -19 Additional Information for behaviour policy

Updated 6/07/2020

School Name: Denaby Main Primary Academy

Date: 15/07/2020

Date shared with staff:

1.Context

This document provides information, guidance and clarity over the management of behaviour following Covid-19 on the return to school in September 2020. This annex will be active from 1st September 2020 and will be reviewed by Denaby Main Primary Academy on an ongoing basis. The information contained within this Annex supersedes any conflicting information that exists in the current behaviour policy until the point where the Academy, in conjunction with the Trust, choose to revert to the original policy.

This annex contains further details of our arrangements for pupil behaviour with revised procedures from the government, in the following areas:

1. Context and key contacts
2. Behaviour
3. Sanctions and rewards
4. Reasonable adjustments
5. Use of reasonable force/Positive Handling Plans
6. Exclusions
7. Support from Astrea

Key Contacts

Role	Name	Contact number	Email
Behaviour Lead	Beth Deakin	01709	Beth.deakin@astreadenabymain.org
Principal	Lindsay Dickinson	863622	Lindsay.dickinson@astreadenabymain.org
Specialist Leader of Behaviour and SEND	Naomi Reed	07552995410	naomi.reed@astreaacademytrust.org
Executive Director of Inclusion and Safeguarding	Nicola Crossley	07393237674	nicola.crossley@astreaacademytrust.org
General enquiries	Andrea Robinson	01709 863622	admin@astreadenabymain.org
SENDCO	Beth Deakin	01709 863622	Beth.deakin@astreadenabymain.org

Vice Principal	Jen Baldwin	01709 863622	Jen.baldwin@astreadenabymain.org
DSL	Kim Davies	01709 863622	Kim.davies@astreadenabymain.org

2. Behaviour

On arrival to the academy pupils will be briefed on specific expectations regarding behaviour. These revisions are in line with government guidance (updated 02/07/2020) that reflect the new protective measures that have been introduced. These new rules and routines have been introduced to ensure safety for all.

Rules and Expectations

As always, we expect pupils to follow reasonable instructions from staff in school. This is particularly important at this time as not doing so could compromise the safety of them and others. Building the following routines into school culture, supported by behaviour expectations and helping ensure younger children and those with SEN understand the need to follow them. Therefore, in addition to the current behaviour policy expectations the following rules will apply:

- **Observe social distancing.** Older pupils will minimise contact between individuals and maintain social distancing wherever possible of 2 metres. For pupils old enough they should be supported to maintain distance and not touch staff and their peers where possible. Exceptions to this include young children and children with special educational needs who may not be able to maintain social distancing and therefore for them it is acceptable not to distance within their group - please refer to section 3 that addresses reasonable adjustments.
- **Observe good personal hygiene.** Pupils must wash hands thoroughly more often than usual as instructed by a member of staff. This will include on arrival to school, on return from breaks, when they change rooms and before and after eating. Pupils must also ensure that they manage their respiratory hygiene effectively. This includes sneezing and coughing, and pupils must 'catch it, bin it and kill it'. Spitting is not allowed on the Academy grounds and will be sanctioned more seriously than it ordinarily would.
- **Pupils must only interact with others in their designated group.** Pupils *must* remain within their designated groupings. Social time must be in designated groups. Split playtimes and lunchtimes will be adhered to minimise contact between groups. Pupils will be expected to sit side by side and face forward.
- **One way systems around the school building.** Pupils will be expected to follow guidelines and markings (with adult direction) to move around the school building. A one-way circulation will be in place to keep groups apart as they move through the school – all people must walk on the left.

It is important that school consider how to encourage young pupils to learn and practice the new routines and habits through rhyming and repetition of activities. Some pupils with SEND (EHCP/SEN support) will need specific help and preparation for the changes to routine that this will involve, so the SENCO and teacher should plan to meet these needs, for example using social stories. (Please refer to the SEND Information Report Annex for further guidance).

It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. School will work with those pupils who may struggle to re-engage in school and who are at risk of becoming absent and/or persistently disruptive including providing support for overcoming barriers and help the reintegration back into school life.

We are aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. Government guidance on mental health and behaviour in schools is available here <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

This document sets out how mental health issues can bring about changes in a young person's behaviour or emotional state and how this can be reflected within the approach to behaviour set out in the government guidance <https://www.gov.uk/government/publications/behaviour-in-schools>

3. Sanctions and Rewards

Sanctions will be in place for children who are not following the school rules. All children will start the day on a green card. Where behaviour is addressed, it should be done in a timely and positive manner, giving the child time to rectify their behaviour. If this does not improve, the child's name is moved to the yellow cloud. If behaviour continues, the child is moved to a timeout chair placed away from the group (in the cloakroom/corridor – in sight of the adult at all times) and moved to the red cloud. At this point, the child is made aware that they are missing some of their outdoor time and will have to sit out while others enjoy the outdoor games. This time is at the discretion of the adult and can be earned back in the rest of the session (but not completely). If this behaviour continues, a decision may be made by SLT to contact parent's due to health and safety breach.

Pupils who are unable to adhere to the rules and expectations, and in doing so compromise the safety and wellbeing of themselves and others, could be subject to an exclusion, and persistent breaches may result in a permanent exclusion.

Rewards will be given for children following school rules, in particular adhering to social distancing rules. These include:

- Positive praise
- Smiles
- Phone calls home

4. Reasonable adjustments

All children may need a degree of adjustments in the implementation of these new rules and expectations and we acknowledge that pupils may return to school having been exposed to a range of adversity including bereavement and long term anxiety. We know that this could present as a social, emotional and mental health concern. We also acknowledge that where children may have a special educational need and/ or disabilities, their provision may have been disrupted during the closure which could impact on behaviour.

The measures our school will take to make reasonable adjustments could include:

- Individual support/ behaviour plans which will outline any specific adjustments
- Identification systems which streams children into high, medium and low risk
- Those identified with a potential high risk of displaying social, emotional, mental health concerns to access specific interventions for example Thrive Sessions, social stories
- De escalation strategies including offer of change of adult within the bubble (where this is possible)
- Significant modification of the curriculum to prioritise social emotional and mental aspects of learning (See Curriculum offer)
- Safe space with SLT member
- Calling on additional support services for example Educational Psychologists, Social workers, Trust experts, Behaviour outreach

We work closely with parents to find a solution where there are possible difficulties around consistent breaches of the behaviour policy. Parents will be involved in any behaviour contracts created to support a pupil with clear expectations from the school, pupil and parent.

Below are additional measures we have in place to further support positive behaviour and active involvement in our school.

- Tribe time is in place each day to support children with SEMH concerns
- Quality circle time in place for all children
- Recovery curriculum in place for first weeks
- Qualified Thrive practitioner to work with vulnerable children
- Harbour in place for sensory break timetabled for vulnerable children
- Reach out work in place to get vulnerable children into school setting prior to summer holidays

5. Positive Handling Plans/Use of reasonable force

Pupils with a current Positive Handling Plan will require a risk assessment to identify what mitigations need to be put in place on return to school (e.g. staffing, location, resourcing). In exceptional circumstances, staff may need to increase their level of self-protection (e.g. if the pupil is known to spit or bite when dysregulated) in-line with the protective measures guidance.

6. Exclusions

An annex to the Astrea Exclusions Policy is circulated separately.

7. Support from Astrea Academy Trust

Astrea central team will continue to provide updates, support and guidance to colleagues as appropriate.