

Astrea Positive Behaviour Policy 2020 - 2021

Annex – COVID -19 Additional Information for behaviour policy

Updated 04/01/2020

School Name: Longsands Academy

Date: 07/01/2020

Date shared with staff: 11/01/2020

1.Context

This document provides information, guidance and clarity over the management of behaviour from January 2021. This annex will be active from 4th January 2021 and will be reviewed by Longsands 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	Alf Lesurf	01480	alf.lesurf@astrea-longsands.org
Principal	Neil Owen	353535	principalspa@astrea-longsands.org
Specialist Leader of Behaviour and SEND	Naomi Reed	07552995410	naomi.reed@astreaacademytrust.org
Director of Inclusion and Safeguarding	Nicola Crossley	07393237674	nicola.crossley@astreaacademytrust.org

2. Behaviour

Consistent expectations of behaviour will be clearly communicated to students by staff. These revisions are in line with government guidance (updated 31/12/2020) that reflect the protective measures (system of controls) in place. These rules and routines have been introduced to ensure safety for all.

Rules and Expectations

As always, we expect students 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 will help ensure students 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.** Students will minimise contact between individuals and maintain social distancing wherever possible.
- **Observe good personal hygiene.**
Hands: Students must wash hands/use hand sanitiser 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.
Respiratory Hygiene: Students must 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.
Face Coverings (Secondary): Face coverings to be worn when moving around indoors, such as corridors and communal areas when social distancing is difficult to maintain. Adjustments will need to be made for those students who cannot wear a face covering due to a physical or mental illness, impairment or disability,
- **Students must only interact with others in their designated bubble.** Students *must* remain within their designated groupings/bubble. Students will be expected to sit in their designated seating plan.
- **One way systems around the school building.** Students will be expected to follow guidelines and markings (with adult direction) to move around the school building.
- **Zoning.** It is important that students ensure that during social times that they remain within the designated indoor or outdoor area for their year group and use the corresponding toilet facilities.

Some students with SEND (EHCP/SEN support) will continue to need specific help and preparation for the changes to routine that this will involve, so the SENCO should plan to meet these needs, for example using social stories. (Please refer to the SEND Information Report Annex for further guidance).

We are aware that the current circumstances can affect the mental health of pupils and their parents/carers 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

It is important that schools consider how sanctions and rewards will be carried out in line with amendments to the behaviour policy to reflect bubbles, respiratory hygiene, social distancing and minimise pupils' movements around the school building.

Consideration will need to be given to:

- Logistical changes to where and how sanctions are implemented (i.e. time-out/reflection rooms might be out of action)
- The replacement or deferral of rewards (i.e. where an activity as a reward can no longer be arranged or staffed at present) though staff can request rewards to be put on centrally through student support teams

School may need to consider the elevation of some sanctions to reflect greater need to mitigate risks. These will include sanctions where students have acted in a way that could put other students at risk in relation to Covid.

Where staff wish to issue a House point to reward a student during national lockdown they will do this via Lisa Hall, Admin Manager. If there are concerns about the conduct of a student on Microsoft Teams during this period of remote learning, staff have been advised on how to stop them from making comments or unmuting their microphone during the lesson. Such behaviour will be communicated to the child's Head of Year and dealt with accordingly.

Students 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.

4. Reasonable adjustments

Reasonable adjustments need to be considered in the implementation of these rules and expectations. Students may be experiencing a variety of emotions in response to the coronavirus pandemic, such as anxiety, stress, low mood or bereavement. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may look different and this can impact on their behaviour.

The SENCO should consider, as appropriate, the use of safe spaces/time-away/sensory activities/opportunity for outdoor activities and learning as a way to support students' adjustment to the new routines.

Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For some students this support can occur remotely and where this is offered and appropriate we are actively encouraging this. For children and young people with SEND,

it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

School should consider the provision of pastoral/counselling to all students designed to:

- address and equip pupils to respond to issues linked to coronavirus
- support pupils with approaches to improving their physical and mental wellbeing

5. Positive Handling Plans/Use of reasonable force

If there any students with a Positive Handling Plan, ensure there is a current risk assessment that clearly identifies mitigations in place to support (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.