

## Astrea Positive Behaviour Policy 2020/21

### Annex – COVID-19 Additional Information for Behaviour Policy

Updated 06/07/2020

**School Name: Netherwood Academy**

**Date: 21/05/20 – Updated on 01/09/2020**

**Date shared with staff: 21/05/20, 01/09/2020**

#### **1. Context**

This document provides information, guidance and clarity over the management of behaviour in schools during these unprecedented times. This annex will be active from 21 May 2020 and will be reviewed by Netherwood 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 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**

<b>Role</b>	<b>Name</b>	<b>Contact Number</b>	<b>Email</b>
Behaviour Lead	Luke Harper	01226 272000	<a href="mailto:Luke.Harper@astreanetherwood.org">Luke.Harper@astreanetherwood.org</a>
Principal	Jonny Mitchell		<a href="mailto:Jonny.Mitchell@astreanetherwood.org">Jonny.Mitchell@astreanetherwood.org</a>
Specialist Leader of Behaviour and SEND	Naomi Reed	07552995410	<a href="mailto:Naomi.reed@astreaacademytrust.org">Naomi.reed@astreaacademytrust.org</a>
Deputy Director of Education and Inclusion	Mathew Wright	07741146731	<a href="mailto:Astrea.mat.wright@astreaacademytrust.org">Astrea.mat.wright@astreaacademytrust.org</a>
Executive Director of Education, Inclusion and Safeguarding	Nicola Crossley	07393237674	<a href="mailto:Nicola.crossley@astreaacademytrust.org">Nicola.crossley@astreaacademytrust.org</a>
Netherwood Online Contact	Netherwood E-mail Contact	N/A	<a href="mailto:contact@astreanetherwood.org">contact@astreanetherwood.org</a>

## 2. Behaviour

On arrival to the academy pupils will be briefed on specific expectations regarding behaviour. These revisions are in line with the government guidance 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 could compromise the safety of them and others. Therefore, in addition to the current behaviour policy expectations the following rules will apply:

- **Observe social distancing.** Pupils are always expected to try to maintain a distance of two metres apart. Exceptions to this include young children and children with special educational needs who may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines – please refer to section 3 of that addresses reasonable adjustments.
- **Observe good personal hygiene.** Pupils must wash hands thoroughly more often than usual as instructed by a member of staff. 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 learning group.** Pupils must remain in their learning group and must not mix with others whilst in the Academy. For KS3 pupils this will be within their class groups and for KS4 this will be within their year groups, all whilst observing social distancing.
- **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. For example, a one way circulation, or divider down the middle of a corridor to keep groups apart as they move through the school.

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 at the reintegration back in to 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-inschools--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**

Rewards will be given to pupils who show exceptional resilience and effort whilst in the academy. Students who evidence outstanding commitment to their home learning will be rewarded in line with the current rewards policy. Rewards items may change due to protective measures however students will still receive rewards for adhering to the school principles' and observing positive behaviours in relation to social distancing.

Sanctions, should they be needed whilst students are in the academy, will take the form of restorative practices, in line with the behaviour policy. Restorative practice will be conducted at a social distance. Parents will be contacted should their child be involved in any such incident that needs intervention. 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. When sanctions are put in place and a student needs to be removed from an area they will always be retained in their allocated 'bubble'.

All detentions will be 30 minutes to minimise time spent in the academy due to regulations around movement and social distancing relating to Covid. Should pupils accumulate multiple C4s, failed removals or display serious/dangerous behaviour, isolation can be issued to safeguard the pupil and/or educational welfare of others.

### **4. Reasonable adjustments**

Reasonable adjustments need to be considered in the implementation of these new rules and expectations. Some children will return to school having been exposed to a range of adversity including bereavement and long-term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special education needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour.

Netherwood will consider the use of safe spaces/time-away/sensory activities/opportunity for outdoor activities and learning as a way to support pupils' adjustment to the new routines. Some children will need additional support and access to services such as Educational Psychologies,

social workers, and counsellors. 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.

#### **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 some 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.

Pupils whose behaviour presents a danger to others can be refused provision. Principals should consider alternatives to this refusal in the same way that they would normally seek to avoid a formal exclusion.

#### **6. Exclusions**

Please see the annex to the Astrea Exclusions Policy.

#### **7. Support from Astrea Academy Trust**

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