Ormiston Academies Trust

COVID-19 Addendum to the Behaviour for Learning policy

Policy version control

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Links to	▪ Child Protection & Safeguarding policy ▪ Behaviour for Learning policy ▪ Exclusion policy ▪ SEND policy ▪ Government Publication Safeguarding in schools COVID-19

Context

From 20th March 2020 schools and academies were officially closed; parents were asked to keep their children at home wherever possible, but schools and academies were to remain open for vulnerable children and children of workers critical to the COVID-19 response - who absolutely needed to attend.

From June 1st school and academies are due to increase their provision. This will include face to face provision for increasingly more year groups as well as vulnerable children and children of key workers.

This sub-section of the Ormiston Park Academy Behaviour for Learning policy contains details of arrangements around Behaviour for Learning during this period. This addendum should be read alongside the academy Behaviour for Learning policy and the trust's Exclusion Policy.

We will ensure that where have children on site, we have appropriate support in place for them. We will ensure that the needs of individual children in our care are met. Where there are children, who cannot attend because their needs cannot be met or they are deemed to be unsafe to be onsite, we will co-ordinate an alternative education.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of coronavirus.

Government Guidance

It is important for schools to be calm and disciplined environments, where everyone follows the rules. Before they reopen, schools should update their behaviour policy to reflect the new protective measures and new rules and routines. It should also include appropriate consequences (such as sanctions and rewards), so that staff can ensure pupils understand them and can enforce them rigorously. The disciplinary powers that schools currently have, including exclusion, remain in place. Schools will be aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour.

Contents

1. Policy statement and principles

The policy statement and principles in this addendum do not differ from the guiding principles in our day to day practice, which is detailed in the OAT Behaviour for Learning Policy:

The OAT Behaviour for Learning Policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their academy years.

We believe that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

2.Proactive approach to routine

2.1. During the period of the Covid 19 pandemic schools and academies will be expected to respond dynamically. The safety of all pupils and staff is paramount and there are likely to be many changes to daily routines. Any changes to routine should be assessed and communicated appropriately. As such, it is important to understand that changes to routine and daily practice will be challenging for all pupils and staff. This will especially be the case for those pupils with additional needs.

2.2. Staff should be kept abreast of any changes to routine during this period and training should take place with regularity so that all adults know what is expected of them, understand the routines and know what is expected of pupils.

2.3. Pupils should be kept abreast of any changes to routine and they should have appropriate training and instruction. It is important that training takes place at key times, such as the return to the academy after a period of lockdown or changes to routines to respond to government guidance.

2.4. Leaders should be aware that ethos and culture depends on pupils applying behavior norms and adults communicating these norms appropriately and consistently.

2.5. Culture is created in our academies by establishing behavioural norms and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the academy is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.

2.6. We will work proactively to create individual behaviour plans for those pupils who require bespoke support. This could include children who are disabled, those with Education, Health and Care plans (EHCPs) or those who require additional support: for example, pupils with mental health needs or attendance issues. These pupils remain a key focus group and the academy will maintain an up to date risk assessment as appropriate.

3. Behavioural Norms

3.1. Behavioural expectations will be taught. The effective teaching of behavioural norms will build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.

3.2. Leaders and staff will be proactive in preventing poor behaviour and dealing with it in a consistent and fair manner if it occurs. Leaders will identify potential acts of poor behaviour and areas of the academy where these are likely to occur. They will plan mitigations of these risks.

3.3. During the phased reopening of the academy, pupils are likely to be taught in consistent small groups of no more than 15. These groups or 'bubbles' will remain together for their time on the academy site, in lessons and during social times. Leaders will give careful consideration to the configuration of groups. They will ensure that bubbles comprise suitable combinations of pupils.

3.4. The behavioural norms outlined that apply to each academy will need to be taught explicitly and effectively and shared with parents/carers. The list is not exhaustive and not all processes apply to all schools/academies but could include:

3.4.1 Travel arrangements to the academy
Teachers have the power to discipline a pupil for inappropriate conduct outside the school/academy premises, which includes when they are travelling to and from the academy on public transport. We will ensure that protective measures are made explicit to pupils and that any infringements are sanctioned.

3.4.2 Arrival at the academy
Arrival is managed by senior leaders with support from pastoral staff at each planned entry point. Pupils will arrive at staggered times with timeslots allocated to small groups. Leaders will split pupils so that groups use specified entrance points. Protocols for arrival will be consistently applied: entry to the academy premises will be a positive and welcoming start to the day. The role of the senior leader is to ease tensions and anxiety, whilst ensuring that pupils are social distancing and that they wash/sanitise their hands upon entry. A plan will be in place for any pupils who arrive late to the academy.

3.4.3 Lining up
For academies that use lining up as a routine, pupils will socially distance when lining up. This will be achieved through well-planned locations, staffing and markings. Lining-up will create a calm and controlled start to the school day and an opportunity to remind pupils about new routines and expectations. Designated staff will control the staggered entry into the building.

3.4.4 Movement around the academy
Non-essential movement around the academy will be avoided. Leaders will introduce a toilet visiting rota for pupils to prevent mass queuing at break or lunch time. Leaders will implement a one-way system for occasions when restriction of movement around the academy cannot be avoided. Movement will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of pupils.

3.4.5 Classroom expectations
Pupils will not be required to line up outside the classroom. Staff will welcome pupils into their classroom from a socially distanced position and maintain a physical presence. Pupils will be made aware of their seating positions in advance of arriving at their room; this will prevent confusion and unnecessary wandering within the classroom. The seating plan is non-negotiable. Pupils cannot be loaned equipment or borrow from another pupil; a plan for equipment will be in place, including the use of books.

3.4.6 Exiting a classroom
Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear. Where age appropriate, pupils will be asked to stand behind their tables and will be dismissed from front to back with clear spacing in-between to maintain social distancing. Pupils will be instructed that they must not wait for their friends.

3.4.7 Break time and lunch times
Where pupils are onsite for social times arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will be encouraged to spend their break and lunch time outside, weather permitting, in zones and with the same 'bubble' group with which they spend their lessons. Pupils who are eating in dining rooms or halls will be allocated seats in the same way as in classrooms with their food delivered to them where possible. Where pupils need to access food counters, measures will be put in place to ensure that social distancing is observed. This will avoid the need for queuing. Some arrangements may be made for pupils to eat in classroom bases or outside, depending on the weather. A staffing rota will be in place to ensure supervision including, but not limited to, senior leaders and pastoral staff. Staff will supervise pupils and ensure that social distancing guidance is observed.

3.4.8 End of the day
Pupils will leave the classroom in the rehearsed manner. They will wash their hands, or if this is not possible, use hand sanitiser. Planned exit routes will be taught and rehearsed before implementation. Multiple exit points will be used to stagger the flow of movement. Pupils will be dismissed from the academy in their bubbles. Senior leaders and pastoral staff on duty will supervise the exit routes. Staff will provide a positive end to the day for pupils and remind them not to wait for their friends. Any children who are travelling using academy buses or contracted taxis will follow a plan to access their transport that includes socially distanced queuing. The collection of children by their parents is carefully planned. Parents will collect their children from designated areas and they will be advised to maintain the social distancing rules.

4. Vulnerable Children or those with an EHCP

4.1. Those with an EHC plan will be risk-assessed in consultation with the local authority (LA), the parents and the child (where possible) whether they can safely have their needs met in the academy or whether home learning is the most optimal solution. This will include, where necessary, consulting with carers, social workers, therapists or clinicians. Where learning can safely be met in the academy an update to the risk assessment must be completed.

4.2. A risk assessment should be carried out for any pupil attending the academy from June 1st that has significant needs or is a cause for concern, such as those pupils who have an EHCP or who are on SEND Support, but are waiting assessment outcomes, or those pupils who are not on the SEND register but are a cause for concern due to behavior needs. This risk assessment should assess the pupil's ability to comply with the protective measures and behavior norms put in place by the academy.

4.3. Leaders and teachers within the academy, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them,
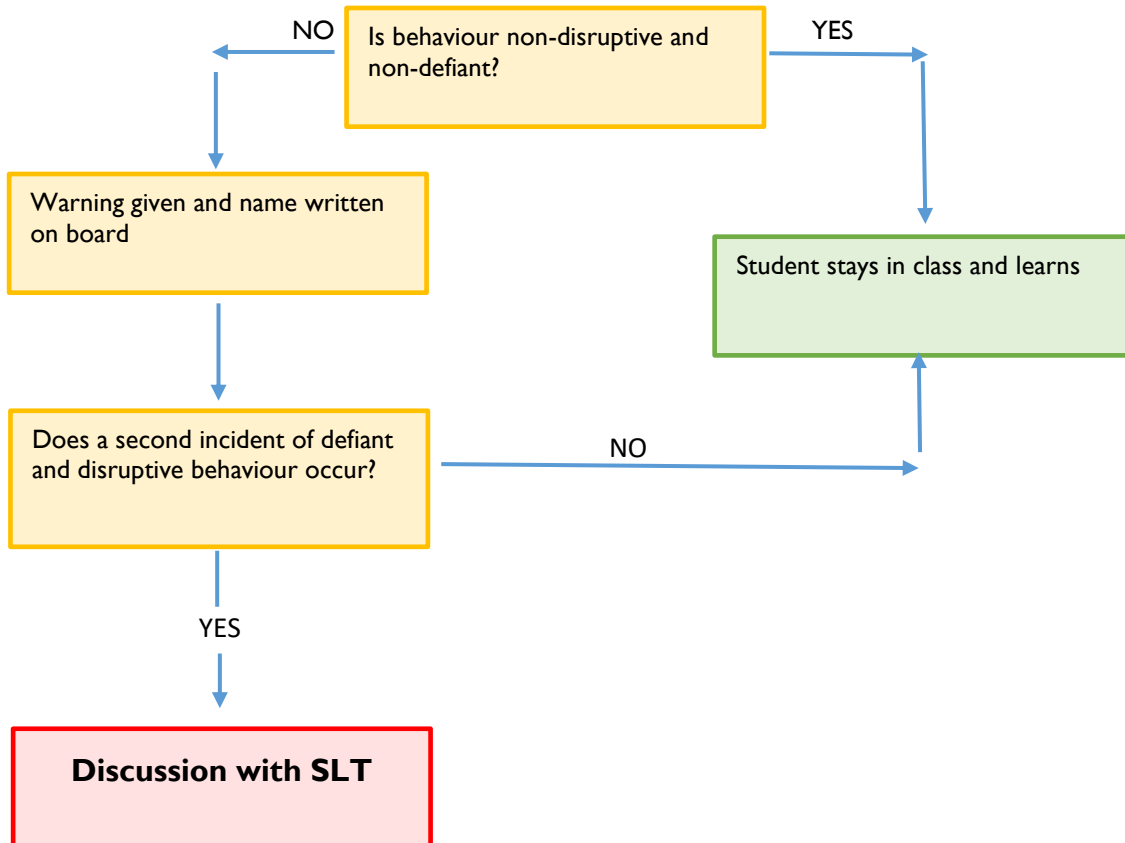
or individual education plans/pupil support plans for those with additional needs but without an EHCP. Support plans will be updated to reflect any risks identified from a pupil's risk assessment.
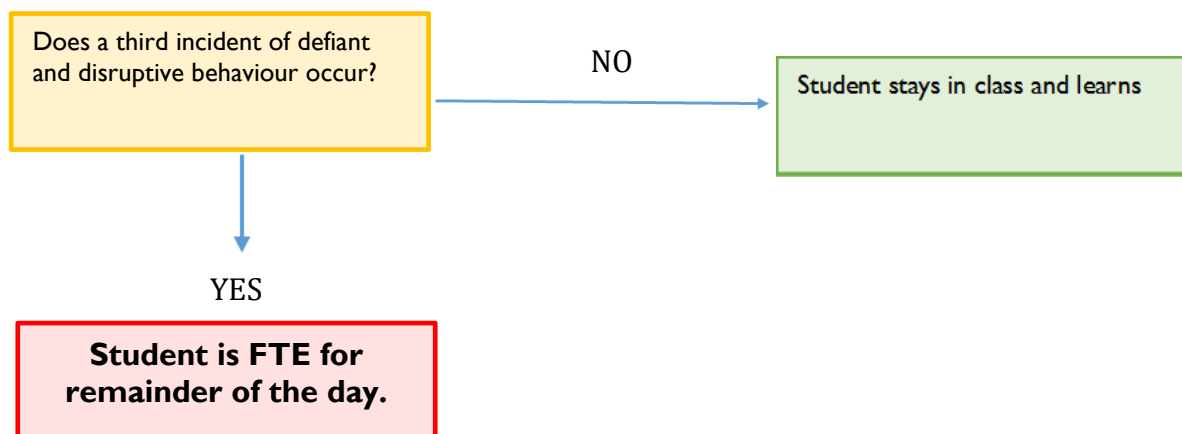
4.4. Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but are not limited to:
- preview of new behavioural norms and perhaps a visit to the academy
- additional support for the arrival and exit to the academy
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- adapted resources to teach behavioural norms
- adapted sanctions and rewards

5.Managing behaviour

5.1. There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. In order to effectively challenge and improve behaviour, leaders will actively promote the academy's usual behaviour management systems. Staff will use praise and verbal reprimand accordingly.

Behaviour Management Binary Flowchart

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┌─────────────────────────────┐
│ Does a third incident of    │          NO          ┌────────────────────────────────┐
│ defiant and disruptive      │ ───────────────────► │ Student stays in class and     │
│ behaviour occur?            │                      │ learns                         │
└─────────────────────────────┘                      └────────────────────────────────┘
              │
              │ YES
              ▼
┌─────────────────────────────┐
│   Student is FTE for        │
│   remainder of the day.     │
└─────────────────────────────┘
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5.2. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the academy's behaviour policy.

5.3. Deliberate coughing or spitting at or towards any other person in an attempt to spread the Coronavirus or appear to spread the virus will be deemed as a serious breach of the academy's Behaviour Policy. Any pupil who does this will need a risk assessment to establish whether they can continue to attend school without compromising safety. If this is not the case, next steps will be considered by the Regional Director or Director for Primary and SEND.

5.4. Should pupils fail to comply with expectations, they may have additional time added to the sanction or in extreme cases, they may receive a longer fixed-term exclusion.

5.5. As part of a planned return to the academy following an exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

6. Exclusion

6.1. Principals retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

6.2. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the academy's behaviour policy, and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. Daily attendance returns to the DfE and LA must be completed as required.

6.3. The OAT Exclusion Policy should be referred to for any Fixed Term (FTE) or Permanent Exclusion (PEX). In the case of repeated FTE or a potential PEX, the academy's Regional Director should be consulted and an appropriate course of action agreed. All potential PEXs of pupils with EHCPs must be referred to the Director of Primary & SEND before the PEX is issued.

6.4. Academies who have permanently excluded a pupil will be expected to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible, so as to minimise any further breaks in education provision. Where the child in question

is vulnerable, the academy should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

6.5. In exclusion cases OAT's exclusion guidance should be followed as well as the government guidance upon hearings and review bodies, see section 19.4.

7. Managed moves and alternative provision

7.1. Whilst there will be difficulties during the period of Covid 19 a placement in alternative provision can still be considered by the academy, if the pupil is at risk of exclusion.

7.2. Managed moves should not be used at this time, this will be reviewed as guidance continues to change.

7.3. A risk assessment will be completed before any managed move or alternative provision placement is made with a specific focus upon COVID-19 infection control. A managed move or an alternative provision placement must only be initiated if it is safe to do so.

8. Restraint and reasonable force

8.1. During the current situation social distancing should be employed in all situations other than extreme cases, such as restraining children to keep themselves and others safe.

8.2. The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

8.3. A risk assessment will be undertaken for pupils who, based on evidence available prior to closure of schools, required physical intervention. This will allow the academy to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated in the academy.

8.4. Following a risk assessment, the academy may decide that pupils who are a high risk should continue with home learning. However, this needs to be in agreement with parents/carers and any agencies appropriate to the pupil.

8.5. Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:

- be able to change clothing immediately after the incident
- take a shower immediately, at home if necessary.

8.6. Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.

8.7. Following a [risk assessment](#) and a discussion with pupil and parents/carers, the pupil should return to the academy unless it is deemed unsafe to do so.

8.8. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.

8.9. Serious incidents involving the use of force will be recorded and reported to parents/carers.

8.10. In deciding what constitutes a serious incident, the principal will use their professional judgement and consider the following:

- pupil's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- the pupil's age

9. Review and adaptation

9.1. Leaders will keep the arrangements detailed in this addendum under review. Risk assessments for individual pupils will be monitored by relevant SLT, SEND and/or pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to the academy alters.

Anyone experiencing difficulties with any of the documents should please contact Sunita Yardley-Patel