



Behaviour for Learning policy 2020 Covid-19 Addendum

At Oasis Short Heath we have recently reviewed our behaviour policy in line with the Coronavirus pandemic and the reopening of all schools for all pupils in September. We understand that this is an especially challenging time and support will be on offer to pupils. However, all pupils and staff have the right to a safe and calm environment and so all pupils will be required to conform strictly to any measures which the school deem as important to minimising risk associated with coronavirus. The well-being and safety of our children and staff has always been and remains our utmost priority.

This addendum sits alongside our whole school Behaviour for Learning policy.

https://www.oasisacademyshortheath.org/uploaded/Short_Heath/About_Us/Policies/Internal_Behaviour_for_Learning_Policy_and_Guidance.pdf

Expectations

During the current exceptional circumstances, we maintain our high expectations of behaviour and expect the children and staff to uphold our school values.

Procedure and Routines

These actions will enable us to be kind to others and help us look after each other so everyone can stay safe and happy.

- Do arrive promptly and not congregate in groups
- Do remember to only use the toilet and water fountains you are told to use
- Do look after and use equipment independently and not share at this time
- Do remember to wash hands upon arriving in school, after breaks, before and after eating, after coughing, sneezing and toileting
- Do follow the 'catch it, bin it, kill it' rule when coughing or sneezing
- Do tell an adult if you feel unwell
- Do stay in your assigned 'bubble' and not wander either in other classrooms or corridors
- Do stay in your 'bubble' to support social distancing and not mix with anyone outside of the class
- Do remember not to spit or cough intentionally at others
- Do keep yourself safe by not touching your face or putting objects into your mouth.

Rewards and Sanctions

The use of '**Going for Dojo**' will continue to be used to reinforce positive behaviours and sanction negative behaviour.

No sanctions will be applied until the children have had all of the new rules clearly explained to them. Some 'rules' such as not touching one's face will not be easy to follow given the habitual nature of some children. Others are firmly rooted in common sense. The sanction must therefore be appropriate to the behaviour with allowances made some for children to

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forget rules in the early days or for those who may struggle to retain the sheer amount of new information with which they will be showered at the beginning of their return to school.

Where a child transgresses, they will be reminded or re-educated in the first instance. Should such transgressions recur to such an extent that the teacher is convinced that a child is wilfully ignoring these vital new rules, then the sanctions set out in the school's Behaviour for Learning policy will apply. However, the '**Thinking Time**' room will not be used during this time to prevent children from different 'bubbles' coming into close contact, however staff can give an individual a 'Thinking Time' in their own classroom setting. If this occurs, CPOMS will still need to be completed for the individual so we can continue to monitor behaviour across the academy. Once the child has had their sanction, they will be re-educated on the reason the rule exists and the potential consequences of ignoring.

Staff

All staff will support the children transitioning back into school after the period of extended absence and will be mindful of the children's mental health and wellbeing. As a staff we understand that children will have been impacted by the pandemic in different ways and may not find it easy to 'settle and learn'. **All teaching staff will strive to build positive relationships with children.** Staff will reaffirm boundaries, rules and routines as safety measures and use our school values and 9 Habits as a means to drive this.

Team Teach

In the COVID-19 situation, **Team Teach will be avoided at all costs.** In the event that all other support techniques do not work and the child is at immediate danger to themselves or others, Team Teach may have to be used as an immediate safety precaution.

Use of Exclusion

The core principle is that every eligible child should be in school and assisted in being successful with this. Any pupils who have not responded to earlier restorative interventions and who are deemed by the school to continue to be acting in a way which is not consistent with these measures will be spoken to by a member of the leadership team and parents will be contacted. The situation will then be reviewed by the Deputy Principal and Principal who will then make a decision on next steps.

Support for vulnerable pupils (especially those at risk of exclusion) to proactively reduce escalations 'Guidance for full opening – schools Published 2 July 2020'

Vulnerable pupils need to be '*identified prior to return*' and have specific plans in place, drawing on external support where necessary and '*work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, providing support for overcoming barriers to attendance and behaviour and to help reintegrate back into school life.*'

Identify any additional or already known '*trauma including bereavement, anxiety and increased welfare and safeguarding risks*' and organise '*additional support and access to services such as educational psychologists, social workers, and counsellors.*'

SEND pupils may struggle more from disrupted education and '*there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local*

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authority) to ensure the services and support are in place for a smooth return to schools for pupils'