

Astrea Positive Behaviour Policy 2020 - 2021

Annex – COVID -19 Additional Information for behaviour policy

Updated 04/01/2020

School Name: Intake Primary Academy

Date: 4/1/21

Date shared with staff: 4/1/21

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 Intake Primary 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	Ian Simpson	01302344743	
Principal	Helen Broad		
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
General Enquiries		01302344743	admin@astreaintake.org

2. Behaviour

Consistent expectations of behaviour will be clearly communicated to pupils 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 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 will help ensure pupils 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.**
Hands: Pupils 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: Pupils 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.
- **Pupils must only interact with others in their designated bubble.** Pupils *must* remain within their designated groupings/bubble. Pupils will be expected to sit in their designated seating plan.
- **The school building.** Pupils will be expected to follow guidelines and signage (with adult direction) around school. Pupils will remain in their designated zones/areas using only the toilets, rooms and playground allocated them.

It is important that school consider how to encourage young pupils to learn and practice the routines and habits. Some pupils 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 and teacher 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 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

Continued use of school rewards including house point system for children. Use of extra outside play can be used to incentivise children's positive attitudes and behaviour. Sanctions to include missing outdoor playtimes – as extra rooms cannot be used and it may not be practical to keep children in due to staffing, children will be asked to continue work outside during play times. Make sure children understand clearly the sanctions if a detrimental action or attitude is continued. 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.

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. Where this is a potential cause for behaviour issues discuss with safeguarding lead possible forms of support. Resources and teaching material around SEMH in light of the lockdown are available and should form part of whole class teaching and discussion. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. The SENDCo will have discussed with teachers and parents of children with an EHCP, the changes to school and how their child's needs will be met and any potential difficulties that may arise. The provision for SEND children needs to be flexible and include the SENDCo, parents and pupil (where appropriate). Some children may need additional support and access to services such as Educational Psychologists, 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

Ensure that pupils with a Positive Handling Plan have 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.