

Behaviour for Learning Policy – Annex A

Supporting Pupil Behaviour and Safety through the Covid-19 Pandemic

Reviewed March 2021

This guidance should be read in conjunction with the Behaviour for Learning Policy which continues to guide our underpinning beliefs, principles and practice.

In light of the need for children to behave differently when returning to the academy following the Covid-19 pandemic, and the new systems that have been put into place to support this, the following points should be adhered to alongside the Behaviour for Learning Policy.

Each class should revisit their class charter which enables everyone to feel **safe, happy** and able to **learn**. This should reiterate the expectations regarding hand washing and conduct throughout the academy, to ensure the pupils' safety.

We will continue to follow our Behaviour for Learning Policy and actively encourage the use of The Empowerment Approach to support pupils to identify which of their needs is not being met. We will continue to encourage pro-social and pro-learning behaviours and reflect on our feelings, body and thinking brain. We will continue to be 'curious not furious' and will endeavour to support our pupils to identify their unmet need which becomes a stressor. We recognise that at this challenging time, many of our pupils, may have significant unmet needs which are acting as stressors. For this reason, we will use our curriculum and our positive relationships to support pupils to have their needs met positively.

Staff should take account of the fact that the experience of lockdown may be viewed as a 'loss' by pupils and may have negatively experienced their mental health, self-esteem and resilience. For this reason, staff should not hesitate to add additional circle times into their day to enable their pupils to feel supported during this transitional period. In addition, we have several staff who are trained Mental Health First Aiders and are available to support pupils in managing their emotions and mental health.

Trained Mental Health First Aiders are:

- Mrs Jarvis (Safeguarding Officer)
- Mrs Peacock (Class Teacher and PSHE Subject Leader)
- Ms Wright (Nurture Lead Practitioner)

In addition, Miss Clark (SEN TA – Social, Emotional and Mental Health) is trained as an Emotional Literacy Support Assistant and can be used to support key pupils who are struggling with their emotional regulation. Please seek advice from these staff and the Principal / SENCO if you are concerned about key pupils.

Additional Pro-Social and Pro-Learning Expectations

Arrival and dismissal

- Pupils should arrive at their allotted time slot. They should not arrive early. Pupils should make their way to the allocated entrance straight away and line up in a socially distanced manner (using the playground markings to support).
- If pupils arrive on site early they should not run around but wait 1m apart from their peers using the coloured markings on the playgrounds.
- Pupils should not bring anything into school from home. This includes pencil cases, book bags, playing cards or any toys.
- When pupils are dismissed they should continue to walk 1-2m apart from their peers and should not gather with any pupils from other coloured bubbles.

Hygiene

- Pupils must wash their hands thoroughly on arrival in school, before and after playtimes and lunchtimes. In addition, they will be directed to wash their hands at regular intervals throughout the day, including after using the toilet and before they go home.
- Hand sanitiser bottles are located throughout the academy. Pupils should use these respectfully and sensibly and only use one squirt to sanitise their hands.
- Pupils should wash and dry their hands according to the guidance and how they have been taught.
- Only one year group is allowed in the toilets at a time. Therefore pupils must wait patiently outside the toilet if a child from another year group is inside. Adults will supervise and support this.
- Pupils must wash their hands thoroughly after using the toilet.

Playtimes and Lunchtimes

- Pupils may only play in their designated area with pupils from their bubble.
- Pupils may only use the equipment provided from their bubble.
- Pupils should not play contact sports.
- All pupils will be encouraged to maintain social distancing during playtimes and lunchtimes.
- Pupils will endeavour to show good manners during lunchtime and will strive to keep the floor clean and tidy during lunchtime. Pupils will not leave any litter either in the canteen or in the grounds.
- Pupils should not share food or water bottles.
- Lunch boxes should be taken home daily to be cleaned. Upon arrival at the academy, they will be disinfected. Water bottles will remain in classrooms for the week and be taken home at the end of the week to be cleaned.

Use of the Academy Site

- Pupils should ONLY access their allocated classroom and the toilets within the building. They must be supervised at all times when moving through the academy to ensure they do not come into contact with other bubbles. Pupils should not access office spaces. If pupils are moving between areas of the academy (such as the playground or toilets), this should be done with an adult using social distancing markings throughout the academy.
- Where possible external routes to playgrounds should be taken.

Safety

- Pupils should use the tissues provided if they need to cough or sneeze. They will be taught safe practices using the 'catch it, bin it, kill it' method.
- All coughs and sneezes should at least be covered by a hand or elbow. Hands should then be washed thoroughly.
- Coughing, sneezing or spitting at another person will not be tolerated, and neither will any comments about having coronavirus. This includes as a 'joke'. Where this occurs, the Behaviour for Learning Policy will be followed and pupils will have coaching sessions to support their understanding of this.
- All pupils must tell an adult if they are feeling unwell or are experiencing symptoms of coronavirus.

We understand that some children, including very young children, will need to be supported with these new protocols. We will work with individuals to ensure that any reasonable adjustments are made to meet their needs. However, our biggest concern will be the safety of everyone in school.

Children will not be sent to another classroom or teacher for any reason as this breaks the ability to isolate each bubble. If staff have the need to gain the attention of a member of the senior team (following The Empowerment Flow Chart), they should message on Teams or via the walkie talkies.

Being kind and caring to all members of the school community will be even more important than ever during these unprecedented times. We will continue to support the pupils to show our academy values, and identify warm fuzzies and cold pricklies and to enable them to be kind and considerate to one another, providing each other with warm fuzzies.

If a pupil does not meet our expectations, we will follow the same processes that are detailed in our Behaviour for Learning Policy and following the flow chart below:

The Empowerment Approach in Practice:

Procedure for Children Experiencing Difficulty in Meeting Agreed Expectations

Key purpose: to help child regulate & get back on track.

Dual purpose: to repair & ensure child can do better next time.

RESPONDING IN THE MOMENT:

FOLLOW-UP FOR PROGRESS

Child does not meet one of the pro-social or pro-learning expectations....

Follow up with Repair

Stage 1 Support: Calm Connect Support
A. Adult uses Calm, Connect Support to help the child get back on track

Repair should take place at ALL stages if the young person's actions have had any impact on others around them.

Support Stage 1: Calm, Connect, Support

1. Calm yourself. Focus on staying in positive emotions. If you can't have calm, get someone else. Model the skills you want to see.

2. Show that you understand their feelings. You don't have to agree! Show them they're calm. Connect to Calm.

3. Help the child to feel you are on their side. Help them work out a way to get back on track. Offer suggestions if they can't think.

Repair (should take place at all stages)

1. Explore different perspectives

2. Think through who and what needs repair

3. Plan how, when and where the repair will be done

If not successful, move to Step B

If high or extreme level behaviour, move to Step D (see notes)

Stage 2 Support: Quick Coaching Conversation

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1. Introduce without judgement

2. Listen to understand

3. Present own / others' needs

4. Invite to problem solve

If Coaching Conversation needed 3 times or more

B Adult repeats Calm Connect Support

Stage 3 Support Coaching Time (can be within group)

If not successful and disrupting others, move to C.

C. Child given limited choice of space away from main group (see notes)

Support Stage 3: Coaching Time

If Coaching Times needed 3 times or more

Carry out Coaching Conversation later in day or as soon as logistically possible.

If not successful, move to D.

D Child given limited choice of space away from class (see notes)

Stage 4 Support Coaching Programme (with child, teacher, parent & SLT member)

Support Stage 4: Coaching Plan for Progress

1. Start with a focus on strengths

2. Find out, understand & address concerns

3. Work out & plan for missing skills

4. Choose methods & strategies to try out

5. Agree to review to check progress

Use the plan to help you improve. Review how to help. Make it clear.

Use feedback to work on concerns. Meet our own needs.

Use it with feedback to work on missing skills. Plan the teaching & practice activities.

Choose the best methods to improve in any skills building missing skills.

In all steps, make sure to take what's working along the way. Don't be afraid!

Carry out Coaching Conversation later in day or as soon as logistically possible.

Only if a child refuses should a Senior Leader be called.

This is supported by the 7-Point Response Plan, before using supportive strategies to further support our pupils to repair relationships and build skills.

