



*Creative
Education
Trust*

Behaviour Policy

Covid-19 addendum

26 May 2020 until further notice

From 23 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the Covid-19 response – and where they are unable to make arrangements for their children to stay at home. Schools and all childcare providers were asked to provide care for a limited number of children: children who are vulnerable; and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. Further to this secondary schools were asked to open for Years 10 and 12 from 15 June 2020. This addendum of the Behaviour Policy must be followed alongside the Behaviour Policy – September 2018.

Guiding principles:

1. ***Behaviour will be taught.*** Routines, expectations and proxies for control will be taught explicitly by school leaders. The teaching of behaviour will be clearly planned, and all expectations will be clearly articulated to all staff.
 - *Staff were briefed about plans during week beginning 8 June through the headteacher's daily update.*
 - *Modified expectations to be issued to staff before 26 June.*
 - *Staff (who will be delivering lessons) and students will be informed in briefings prior to taught sessions during w/b 29 June.*
2. ***Proactive risk management will reduce potential for poor behaviour.*** We will make intelligent use of our data using behaviour risk registers to predict behavioural habits and anticipate risks, rather than simply reacting to situations. Separate risk assessments will be produced for pupils who are expected to exhibit challenging behaviours.
 - *Students grouped by friendship group where sensible and known behaviour issues separated where necessary.*
 - *We do not expect for students to return and cause issues and have planned for a successful experience.*
 - *Plans are in place in case there is any disruption to lessons.*
3. ***Communication with pupils will build their confidence.*** Leaders will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. The communication will be tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities.



- *Most students had a one to one discussion with staff prior to returning during w/b 15 & 22 June.*

- *Agreement seen and signed by all students who attended the one to one session.*

4. **Parents will be fully informed.** Leaders will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions.
 - *Parents informed of expectations of conduct via letter and the agreement.*
 - *Several parents also attended the one to one meeting with their child.*
5. **Boundaries will be clear.** Staff will teach pupils that they have a responsibility to keep themselves and others safe. Rules will be applied consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.
 - *Students will be informed in briefings prior to taught sessions during w/b 29 June.*

Key priorities:

6. Vulnerable pupils include children who are disabled and 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 should receive a risk assessment as appropriate.
 - *SEND students grouped together in smaller groups to support them. Voluntary TA support will also be in place with these students.*
7. Leaders will build confidence among parents, pupils and staff around the safe reopening of school to pupils by following the communication guidelines in the Trust Action Plan.
 - *Videos detailing the health and safety measures taken have been distributed to staff, parents and students.*
 - *Expectations have been explained to students (and some parents) in the one to one meeting.*
8. Leaders will ensure that the guidance from Public Health England is followed as per the Trust action plan and risk assessment procedures.
 - *Videos detailing the health and safety measures taken have been distributed to staff, parents and students.*
9. To ensure the safety of staff and students, the Trust Action Plan details specific guidance on the following:
 - *Travel arrangements to school – advised to social distance if walking with someone from another household; session is timed so that peak travel times can be avoided by students.*



- Arrival at school – *lined up on the tennis courts in socially distanced lines. Staff will be present at this time.*
- Movement around school – *one-way system in operation in B & C Block so that passing on corridors and stairwells is kept to a minimum.*
- Classroom expectations – *seating plans in place; high expectations of conduct; no movement in lessons unless they wish to go to the toilet.*
- Break time and lunch times – *no break so this is not an issue. At lunch, students will eat within their teaching group if they remain on site.*
- End of school – *dismissed in an orderly fashion – socially distanced. Encouraged to remain socially distanced when walking home. Staff will be present when students exit the site.*

Pupil code of conduct:

10. The Code of Conduct for the school remains in place and serves as the foundation for pupils to take responsibility for their own behaviour in line with the school's values. The following expectations supplement the Code of Conduct: *These expectations will be shared and made to clear to students in the daily briefings w/b 29 June.*

- Arrive to school and leave to go home at the designated time using the designated entrance/exit route. Do not wait around for friends and do not congregate. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- Wash hands (or use sanitiser) upon entering and leaving school and after each session within the day. Wash hands regularly with soap and water during the day.
- There must be no physical contact of any type at any time. This includes horseplay, hugging, handshakes etc.
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person. These actions will be taken very seriously and sanctioned as such.
- The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a safe distance from others between and during lessons.
- At break and lunch times, go outside (weather permitting) or remain in a designated venue (if the weather is poor). Stick to zoned areas and maintain a safe distance from others.
- Do not share belongings (food, stationery, books etc) with others and do not handle other people's belongings.
- Use the toilet designated to you, when it is designated. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.



- In computer rooms, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher.
- You must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.

Behaviour management:

11. 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 non-confrontational behaviour management. Staff will use praise and verbal reprimand accordingly.
12. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy.
13. Any pupil who has shown a tendency to spit at pupils or staff should be subject to an individual risk assessment before the decision is taken to allow that pupil to return to school. Refusal to follow health and safety guidelines, including deliberate coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any pupil who does this will need a risk assessment to establish whether they are safe to return to school. If they are deemed unsafe, the school will ensure that they have the appropriate resources to continue their studies at home unless a permanent exclusion is warranted.
14. As part of a planned return to school following a fixed term exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

Reasonable adjustments:

15. At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
 - Social, Emotional and Mental Health Needs (SEMH) and/or;
 - Adverse Childhood Experiences (ACE)
 - Special Educational Needs and Disabilities (SEND)
16. Leaders and teachers within the school, 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.
17. 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 not limited to:
 - preview of new behavioural norms and perhaps a visit to school
 - additional support for the arrival and exit to school
 - additional support to adhere to break and lunch time norms



- re-teaching behavioural norms
 - adapted resources to teach behavioural norms
18. For pupils with special educational needs and/or disabilities, a risk assessment will be completed where necessary to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

Review and adaptation:

19. Leaders will keep the arrangements detailed in this addendum under review, initially on a daily basis. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.