

Beckfoot Trust COVID-19 Addendum

Behaviour Policy

Beckfoot Oakbank

Version 1.0: 3 June 2020

Context

On the 20th March 2020, as a result of Covid-19 and the Government's resulting social distancing strategy schools closed to all learners except those of critical workers, those with EHCPs and those learners categorised as vulnerable. As such, although Beckfoot Trust schools have never fully closed, there are many learners who have not been in school for a protracted period of time.

This enforced absence from school has meant that daily routines, structures, learning habits and behavioural norms have been disrupted. Some learners will have also had increased pressures exerted upon their families which in turn may impact upon mental health. These factors have the potential to impact upon a learner's behaviour when they return to school.

Schools are at their best when they have a strong culture of routines, rules and expectations. This in turn allows high quality teaching and learning to take place and learners to fulfil their potential. As a result of Covid-19 we have to re-set our expectations with learners and reiterate our rules but also make some adjustments to our behaviour policy in order to support social distancing; hygiene measures, accessibility, travel to and from school (as well as around it) and ensure that our learners once again feel safe and secure with us.

This addendum supports our school's behaviour policy in clearly identifying Beckfoot Oakbank's new behavioural norms and expectations for the foreseeable future.

Our Guiding Principles

1. We will carefully plan the new expectations we have of our learners and we will then teach these new behaviours to learners systematically and repeatedly to ensure a "behaviour change".
2. We work to a school specific risk assessment. This assessment identifies areas and situations where there are possible risks around learner behaviour and allows us to mitigate for them. We recognise that we may have to employ individual risk assessments for learners who exhibit challenging behaviours.
3. Communication is everything. Leaders in our school will train the staff body and they in turn will communicate clearly and consistently with their learners, making reasonable adjustment for learners with SEND or learning difficulties and adapting methodologies and strategies to ensure every child in school feels confident that they know the new expectations and can adhere to them. Parents will also be informed of the new expectations regarding behaviour of their children and expected to support us in implementing measures to keep all of our learners and staff safe.
4. Learners will be taught that new routines to support safety in school, alongside our school's core school rules are there to keep them safe and that they have a responsibility to themselves and others to follow them carefully. Compliance is expected and will be constantly reinforced; learners being rewarded for following the new routines and consequences applied for non-compliance.

We will follow guidance from Public Health England meticulously and adapt this addendum policy as required/ when new guidance pertinent to behaviour of pupils is issued. We also act upon guidance from the DFE and SAGE.

Vulnerable Learners including Learners with SEND

Meeting the needs of vulnerable learners will be a priority. These include those with an EHCP and learners who receive additional pastoral support with e.g. mental health issues, attendance issues, behaviour etc who may need additional support and guidance regarding their transition back into school.

All learners with an EHCP will have a Beckfoot Trust SEND Risk Assessment completed along with any other learners who have complex needs though do not have an EHCP (*these should include any pupils who school have a My Support Plan (MSP), or those who school's are considering referring for an education, health and care assessment (EHCA)*).

In addition we will complete risk assessment for learners who may have additional needs that require additional support to be in place when they reintegrate back into school due to social, emotional and mental health challenges that they may be experiencing. Where an individual risk assessment is unable to identify adequate measures to control risks presented then we will discuss safer options with parents/carers and with social workers/other agencies involved such as the Headteacher of the Virtual School for Children Looked After.

The main body of this behaviour policy is for learners who are in or are returning to, school. There is a short section at the end regarding behaviour at home/ whilst accessing online learning. This is also cross referenced in Beckfoot Oakbank school's Beckfoot Trust COVID-19 Annex :Child Protection and Safeguarding Policy, ICT etc policy. (all policies on the school website)

Behaviour Policy – wider reopening of schools

1. New rules, routines and boundaries will be taught, consistently applied, and constantly reinforced.
2. Leaders and staff will be proactive in promoting the new routines and preventing poor behaviour, dealing with it quickly and effectively if it occurs.
3. During the phased re-opening of school, learners will be taught in “bubbles” or groups of no more than 10. These bubbles will remain together for their time on school site, in both lessons and social times. Leaders will give careful consideration to configuration of these bubbles and these bubbles should not be changed.
4. Learners will be reminded of both original and new routines, these will be in posters, screens, in books and classrooms. Staff will continually remind learners of routines.
5. All routines introduced to ensure safety of staff and learners during the outbreak will also be shared with parents, included in the school specific risk assessment, and cover at least the following:
 - **Travel to and from school**
Learners will be made aware of protective measures <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> regarding travel to and from school. These include not using public transport unless absolutely necessary and adhering to rules issued by school transport services (unavailable until at least September) reducing mixing and adaptations to transport if required. <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june> Parents/carers and children can access resources and materials that support safe travel to school. The Department for Transport has issued on how parents and pupils can travel to school safely as part of the #TravelSafely campaign. Resources have been developed to ensure that parents, pupils, and staff have the information they need to stay safe on the public transport network. This includes information developed in collaboration with partners on how to cycle and walk safely and can be found [here](#).
 - **Arrival at School**
Learners will arrive in their designated arrival slot via either the bus bay or the Oakworth Road drive. They will observe social distancing as identified by the markers on the ground and overseen by the duty team. Different groups of students will be arriving at pre-determined staggered times. Entry to school will be a positive experience and learners will be greeted and reassured. They will also be supervised to social distance and wash their hands. Beckfoot Oakbank has a home-school agreement which sets out expectations for students for arrival at school. Y10 and Y12 have clear instructions on the letter to

parents, also posted on the website. Staff have a staff handbook outlining all procedures and systems. Learners, with support from parents are expected to come to school on time, in their allotted time slot. There will be a plan for learners who arrive late to school SLT will oversee this.

- **Lining Up**

Lining up may occur to come into school, but at Beckfoot Oakbank this is expected to be rare due to staggered starts and finishes and students going directly to their allocated classroom. Learners will socially distance when lining up. Markings will be placed as appropriate and staff will support this. Line up supports a calm and controlled start (and end) to the day and transition around the building.

- **Moving around School**

Non-essential movement around school is prohibited. Learners who may struggle with this aspect of school should have a risk assessment in place. Students have toilet areas dedicated to them and should only move there when the teacher has given permission. SLT will be on duty on the corridor and toilet areas. There will be no mass queuing at social times. One-way systems are now in place and a clear route is signposted around site.

- **In the classroom**

Learners will be welcomed into classrooms by staff from a socially distanced position and the teacher will then maintain social distancing wherever possible in the classroom. Learners will be made aware of their seats before entry to classroom to minimise confusion or wandering around the classroom. The seating plan is non-negotiable and will remain in place for the foreseeable future. Learners should use the equipment provided for their own personal use by the school and must not borrow equipment from another learner. Do not bring anything into school other than a coat and a water bottle.

- **Exiting classrooms**

A controlled exit will take place lead by SLT. Learners will be asked to stand behind their chairs and then released from the front ensuring social distancing takes place. Learners must wash their hands at their designated toilet area after leaving the classroom. Learners must not wait for their friends, rather move to the next classroom (where they will repeat the above) or social area (see below)

- **Break and Lunch Times and social areas**

Y10 and Y12 have no need for a break. Other Learners must wash their hands before eating. Arrangements must be made to visit the toilet (see above) prior to lunch. Wherever possible learners should spend break times outside. They will be zoned and within this zone stay within their "social bubble" maintaining social distancing of 2 metres. When learners are eating in the atriums food will be delivered to them. The atrium seating is socially marked out. Queues should be avoided. These times will be highly supervised to ensure compliance by SLT.

- **End of School**

Learners will leave classrooms in a rehearsed and supervised manner as instructed by SLT. They should wash their hands or use hand sanitiser as they leave. Staff will once again refer to their handbook to remind them of exit protocols and ensure they leave school "positively". Learners will leave school via a pre-ordained exit and will be dismissed from school in their bubbles. Learners should not wait for their friends. Learners should follow transport protocols if using public transport. Parents should only collect their children from designated areas and will be advised to maintain social distancing and must stay in cars.

- **Student dress**

Health and Safety guidance is that students should attend school and then be able to wash the clothes daily that they have attended in to minimise transfer. For this reason our uniform is as follows:

- no ties
- no blazers
- no school bags
- wear black trousers or skirt
- summer polo shirt (doesn't have to have the school logo on but must be the year group colour) or white shirt.

- school jumper or cardigan

Home Learning and Online Learning

As part of the phased return to school most learners will be expected to participate in “online activities/lessons”. Expectations regarding how and when these are accessed and what is expected of learners in each year group has already been issued. Parents will know which staff their children are interacting with from school and have been reminded to ensure their parental settings are safe and that they have blocked malicious websites. There is support signposted on our school website regarding this. Staff should follow carefully the guidance set out in the *Beckfoot Trust COVID-19 Annex to the Child Protection and Safeguarding Policy*.

- Online work should be completed within school hours as far as is possible and learners must only communicate through channels approved by school (email/class charts).
- Pupil to staff one to one conferencing should be avoided. There always should be **two** members of staff in the online meeting space.
- Pupils and family members should be aware of the call and that people will potentially be able to see/hear them.
- All should use appropriate language and be dressed appropriately.
- Pupils should be given the option of audio only to protect privacy if they wish
- **There should be no recording of live lessons or live conference/welfare calls.** If staff want to record something to send to pupils this should be a 'one-way street' e.g. a You Tube video etc.
- If using Microsoft Teams decide beforehand whether you will allow pupils use chat. Like any chat function, it could lead to bullying, or be a distraction from learning.
- Parental consent must be sought before any interactive video sessions are provided. We would advise parents to supervise sessions where possible.
- It is critical that learners have due regard to their own safety when online and behave responsibly when working with other learners and staff.
- Please refer to full DfE guidance for further support [here](#)

Learner Code of Conduct – learners attending school provision

The following are very clear, directives designed to keep you, other learners, and staff safe. It is your individual responsibility to adhere to them and make sure that you support the collective group effort during the Coronavirus pandemic.

1. **Plan your travel** to and from school carefully adhering to protective measures and making sure that you arrive at your designated time and enter via your designated entrance point. Similarly leave school via your designated exit point. Do not wait for friends and do not congregate in groups.
2. **Wash your hands/** use sanitiser when you enter and leave school, when you move between classrooms and before you eat, before and after going outside.
3. **There must not be any physical contact** between you and other learners or staff in the day, this includes but is not exclusive to handshakes, hugs or “playing”.
4. **Catch it, kill it, bin it** when you cough or sneeze and avoid touching your face.
5. **Coughing or spitting** near any other person is **strictly prohibited** and incidents of this will be dealt with severely.
6. **Follow the seating plan** in your classrooms. It is non-negotiable, stick to it and do not leave your seat unless instructed to.
7. **Maintain a safe distance** from others between and within lessons and social times.
8. **Stick to your zoned floors** and obey the one way system.
9. **Do not share belongings** (stationery, books, food etc) with others and do not handle other people’s belongings.

10. **Use the toilet area designated to you** when you are asked to. Only enter toilets if there is a free cubicle. Staff will remind you to wash your hands thoroughly after using the toilet.
11. **When using ICT, wipe the keyboard** and mouse at the start of the lesson. Your staff will remind you to do this.
12. **Do not attend school if you are poorly** and tell an adult immediately if you feel that you have a high temperature, a continuous cough or loss of smell or taste whilst in school.
13. Wherever possible, **wash your clothing** after being in school and before going back in again.

Learner Code of Conduct – home learning

1. Make sure that you know how to **safeguard yourself**, staff and peers when accessing **online** work.
2. **Dress for school before using webcams/** accessing lessons and be mindful of what is in the background of your frame.
3. **School behaviour protocols pre- COVID-19 still apply online** and we expect you to ensure your behaviour is respectful, does not breach ICT protocols/agreement and that, wherever possible, you access school work and staff in school hours only.
4. **If you are worried about anything online, please contact school immediately.**
5. Please also refer to the guidance set out in the *Beckfoot Trust COVID-19 Annex to the Child Protection and Safeguarding Policy*.

Managing Behaviour Incidents

There will be occasions when staff will need to challenge behaviour that is not safe or conducive to learning. We recognise that these are challenging times for learners and staff alike, and to that end as always, staff will actively deploy non-confrontational behaviour management. Praise and reprimands will be used accordingly.

However, the school reserves the right to apply the following measures in managing behaviour and promoting safety.

- Reminders
- Warning
- Verbal reprimand
- Missing social times (break or lunch)
- Detentions at break or lunch
- Being placed on report
- Behaviour support plan implemented
- Isolation
- Exclusion

Follow the school behaviour system. SLT will be on the radio at all times and radios are available in every classroom where there is a teacher with a group.

Parents will always be informed, following the behaviour system.

Isolation spaces will be with SLT observing social distancing. This is a sanction deployed only by a senior leader and for the following reasons

- Persistent or serious disruption or defiance
- To allow an investigation into a serious behaviour incident
- As a result of a referral from a middle leader/ escalation
- For a period of reflection or to ensure other learner's safety following a serious incident.

Deliberate failure to adhere to protective measures will be considered a serious breach of the school's behaviour policy.

Coughing or spitting towards any other person in school will be considered a serious breach of the school's behaviour policy and is likely to result in a risk assessment being undertaken to establish whether it is appropriate for the learner to be in school at this particular time. An exclusion will be given.

Failing to comply with isolation protocols may result in an extension of isolation or a fixed term exclusion.

As part of a planned return to school following an exclusion, parents will be expected to have a virtual meeting with a senior leader to discuss a learner's reintegration plan.

Reasonable Adjustments

At certain stages in a young person's school life they may struggle to access or manage typical school provision as a result of SEMH (Social, Emotional, Mental Health needs); ACEs (Adverse Childhood Experiences) or SEND (Special Educational Needs and Disabilities).

All staff in school, including teachers and leaders, in conjunction with the SENDCO will be mindful of the above needs when issuing praise or sanctions for behaviours, particularly in the context of new "COVID" behavioural norms. Best practice in SEND, pastoral care, and knowledge of a learner's EHCP will help the school to make reasonable adjustments and support all of our young people into school.

Examples of reasonable adjustments include (but not exclusive to):

- Preview of new behavioural norms before returning to school
- Additional support transitioning into and out of school / moving around school
- Additional support at social times
- Small group teaching of new norms
- Adapted resources for supporting behavioural change
- Adapted sanctions and rewards

Learners with more complex SEND will need a risk assessment completing/ updating to ensure risks are mitigated in a safe way and support plans updated accordingly.

Exclusion

Temporary changes have been made to the school exclusion process due to coronavirus (COVID-19). The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 [statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'](#). They are unchanged except as noted below. The arrangements come into force on 1 June 2020 and will apply to all exclusions occurring from then until 24 September 2020 (inclusive of those dates). They can be found [here](#).

The arrangements also apply to:

- permanent and fixed term exclusions occurring before 1 June which have not yet been considered by the governing board of the school
- permanent exclusions occurring before 1 June which have been considered by the governing board, if they have chosen not to reinstate the pupil and the time limit to apply for a review of this decision has not passed
- permanent exclusions occurring before 1 June where a parent (or pupil aged 18) has requested a review of a governing board's decision, but this has not yet happened

Any exclusions covered by the arrangements will continue to be subject to them after 24 September 2020, until the procedures for scrutiny of the exclusion have been exhausted.

The Headteacher continues to retain the right to exclude learners on disciplinary grounds. A decision to exclude will be

- Lawful

- Rational
- Reasonable and fair
- Proportionate

All exclusions will be made in line with government guidance and following school's exclusion procedures. The school will have due regard for the following when making these decisions

- DFE- Exclusion from maintained schools, academies and pupil referral units
- DFE- behaviour and discipline in schools
- The Disability and Discrimination act
- Equality Act 2010
- Keeping Children Safe in Education
- The Children's Act (particular reference to children in care of the Local Authority)

Exclusion from school will be the last resort after a range of measures have been applied through working proactively with parents/carers to positively engage a child or young person.

Permanent exclusions are rarely used only implemented as a last resort in relation to a serious breach of the school's behaviour policy and the new routines detailed within this addendum. However, if the school permanently excludes a pupil, it will work with the parents or carers and the local authority to arrange a place at an alternative setting *as soon as possible* so as to minimise breaks in education.

Following a permanent exclusion, the school will notify the local authority and other appropriate agencies immediately. They will work in partnership to ensure that the child is found a place in another educational setting quickly.

Following an exclusion and to avoid any gap in provision, the school, social workers, local authority and other professionals will work together to ensure that adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

The school will notify parents/carers immediately by telephone of the decision to exclude and then communicate without delay in writing.

The exclusion letter will note the following

- If an exclusion is fixed or permanent and if a fixed period, the duration of the exclusion
- Reasons for exclusion
- Right to make representation to the LSC/ Trust Board and how the learner may be involved in this.
- Contact details for making representation to the LSC/Trust Board and where it is a legal requirement to meet that the parents have a right to participate in a meeting and to be represented at the meeting/bring a friend (the meeting may be held online via Microsoft Teams or a telephone conversation)
- Arrangements made by the school for the learner's education including the return of completed work to school
- If there will be an alternative educational arrangement made following the exclusion.
- Dates that the excluded learner must not be present in a public place during school hours.

Schools should complete a risk assessment for pupils who they feel are at increased risk of when they return to school during the coronavirus pandemic. A template for risk assessing vulnerable learners can be found in Appendix 1 of the COVID-19 Annex to the Beckfoot Trust Child Protection and Safeguarding Policy.

Independent Review Panels (IRP)

For permanent exclusions, where the LSC/Board decides not to reinstate the learner, parents/ carers will be advised of their right to request the IRP to review the decision. Should that be the case the letter from the clerk will note the following:

- Date by which the application for review must be made – usually 15 days from receiving the notification not to reinstate.
- Where and to whom the application for a review, including any written evidence must be submitted.
- Advice that the application will need to set out the grounds upon which a review is requested and that where appropriate, this will include how a learner's SEND is considered relevant to the exclusion.
- A statement that, regardless of whether the excluded learner has SEND, parents and carers have the right to request the attendance of a SEND expert to advise the IRP.
- Details of the SEND expert
- Details of joining instructions for any online meeting
- Assurance that parents/ carers can invite a friend/relative to the meeting
- Sources for free and impartial advice

Following receipt of an application for review, arrangements must be made for the IRP to be constituted in accordance with DFE guidance.

Meetings should take place within 15 school days of receipt of the application requesting a review. However, where it is not possible for that timeframe to be met, arrangements will still be made for the meetings to take place when all parties can participate. The meeting may be held online.

Managed Move or Alternative Provision

A managed move or placement in an alternative provision will still be considered by the school if a learner is at risk of exclusion

A managed move is voluntary and can only be triggered if there is agreement from both schools and the parent/carer.

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

Use of Reasonable Force

The Trust encourages an incremental approach to intervention when a pupil is displaying violent or potentially violent behaviour, in line with the principles of 'Team Teach'. If de-escalation does not work / is not appropriate physical intervention may be needed.

The decision whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend upon the individual circumstances. If an alternative method of control that 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.

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

Following a risk assessment, the school may decide learners who are high risk, should continue with home learning.

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

Following the physical intervention, the learner will be isolated, and parents asked to collect their child.

Following a risk assessment and meeting with parents, the learner should return to school, unless it is deemed unsafe to do so. When risk assessing a pupil for return to school any behaviour that involves spitting, or any other potentially contaminated body fluid (such as faeces) should be taken into account.

These incidents occur at speed. It may not be feasible to wear PPE, but if it is feasible this is to be encouraged.

Serious incidents using the use of force will be recorded and reported to parents/carers

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

- Learner's behaviour and level of risk at time of incident
- Degree of force used
- Effect on learner and member of staff
- Learner's age

Powers of search and confiscation

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

The school also holds the power to search without consent for "prohibited items"

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules which has been identified in the rules for which a search can be undertaken

Authorised staff (those nominated by the headteacher, usually senior leaders and pastoral leads) can only undertake a search without consent if they have reasonable grounds for suspecting that a learner may have a prohibited item in their possession. However, this increases the risk to the staff member. Any searches should be first agreed with the Headteacher and conducted in pairs to assure safeguarding. During the current pandemic schools are advised:

- Should the member of staff decide that there are reasonable grounds for suspicion to search then parents/carers will be contacted to come to school and conduct the search.
- The learner remains isolated and supervised.
- Parents on arrival must wear PPE whilst in the building. The PPE which schools will have access to includes aprons, gloves, masks and face shields.

Review and Adaptation

Leaders will keep the arrangements detailed in this addendum under review, ideally on a daily basis. Risk assessments for individual learners are to be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff, learners and parents. A thorough review of the addendum will be undertaken at each phase of re-opening, as the number of learners admitted to school alters.