



Astrea Positive Behaviour Policy 2020 - 2021

Annex – COVID -19 Additional Information for behaviour policy

Updated 04/01/2020

School Name: Greengate Lane Academy

Date: 8.1.21

Date shared with staff: 12.1.21

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 **Greengate Lane Academy** 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	Nick Warrener	0114 2848322	Nicholas.warrener@astreagreengatelane.org
Principal	Paul Cross		paul.cross@astreagreengatelane.org
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

School office	S. McConnell	0114 2848322	Sally.mcconnell@astreagreengatelane.org
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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. 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 bubble - 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.
Face Coverings (Secondary): Face coverings to be worn when moving around indoors, such as corridors and communal areas when social distancing is difficult to maintain. Adjustments will need to be made for those pupils who cannot wear a face covering due to a physical or mental illness, impairment or disability,
- 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.
- One way systems around the school building.** Pupils will be expected to follow guidelines and markings (with adult direction) to move around the school building. For example, a one-way circulation, or divider down the middle of a corridor to keep groups apart as they move through the school.

- **Children to enter and exit school by designated points and stay with own adults when leaving school to keep fidelity of “bubbles”**

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

This document should be read in conjunction with our Standard Behaviour policy which sets out positive and negative sanctions.

These will be adapted to enable the school and children to follow C19 guidelines.

A set of Covid -19 rules have been set and shared with staff and children. (see appendix 1).

All children will be guided by staff to understand the rationale for these rules and the consequences of not following these expectations

It is understood that some staff will be able to work across established bubbles whilst maintaining social distancing protocols.

This will include Pastoral support where needed.

Each class will have a “time out” space for initial sanctions for children to have space to initially manage emotions and behaviours

Positive rewards will continue on an individual basis and these will be set on a class basis.

Whole group rewards will be developed so that social distancing / bubble protocols are maintained.

4. Reasonable adjustments

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.

As a school we will utilise the use of safe spaces/time-away/sensory activities/opportunity for outdoor activities and learning as a way to support pupils' adjustment to the new routines. This can be done in conjunction with allocated support staff.

If a room has been used by an individual then the space must be isolated by appropriate signage and not used until cleaned appropriately

Some children will 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. We will do this by guiding in appropriately sized groups and 1:1 support where appropriate

Pastoral support will be provided where necessary as we realise that some children will need to be supported in regard to Supporting the rebuilding of friendships and social engagement

- Addressing and equipping pupils to respond to issues linked to coronavirus
- supporting pupils with approaches to improving their physical and mental wellbeing

5. Positive Handling Plans/Use of reasonable force

Pupils with a current Positive Handling Plan will require a risk assessment to identify what mitigations need to be put in place on return to school (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.

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.

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