

# Behaviour Management Procedures (COVID-19 Addendum)

**Nottingham Academy**



**Approved by:** Harry French **Date:** 01.09.20

**Last reviewed on:** 14.01.21

**Next review due by:** Ongoing

## Contents

<b>Section</b>		<b>Page No</b>
1	Scope	3
2	Guiding Principles	3
3	Key Priorities	3
4	Student conduct whilst attending The Provision	4
5	Student conduct whilst accessing remote learning	4
6	Behaviour Pathway for remote learning	5
7	Behaviour Management	6
8	Recognising Positive Behaviour	7
9	Reasonable Adjustments	7
10	Review and Adaptation	7

## COVID-19 Addendum

Applicable from 1<sup>st</sup> September 2020 until further notice.

Updated January 2021

### 1. Scope:

From January 2021 secondary schools have been directed to restrict the attendance during the national lockdown. The academy has established an onsite 'provision' for vulnerable students and the children of critical workers, all other pupils and students should not attend and should learn remotely until February half term.

This addendum of the Behaviour Policy must be followed alongside the Greenwood Academies Trust (GAT) Pupil Behaviour and Exclusions Policy 25/11/2019 and will be applied in conjunction with the academy's Behaviour Management Procedures.

### 2. 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.

**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 students who are expected to exhibit challenging behaviours.

**3. Communication with students will build their confidence.** Leaders will ensure that appropriate and effective measures are in place for communicating with students about their expected behaviour upon returning to school. The communication will be tailored so that it is age-appropriate and takes account of students with special educational needs and/or disabilities.

**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 students upon returning to school. The school will encourage parents to share concerns and ask questions.

**5. Boundaries will be clear.** Staff will teach students that they have a responsibility to keep themselves and others safe. Rules will be applied consistently, rigorously and fairly so that students know that the consequences of their behaviours, both positive and negative, are inevitable.

**6. Remote learning will be carefully monitored and strict behaviour expectations will be enforced.** Staff will ensure that online learning is carefully monitored and high standards of online behaviour and etiquette are maintained at all times. Rules will be applied consistently, rigorously and fairly so that students know that the consequences of their behaviours, both positive and negative, are inevitable.

### 3. Key priorities:

Vulnerable students include children who are disabled and those with Education, Health and Care plans (EHCPs) or those who require additional support: for example, students with mental health needs or attendance issues. These students remain a key focus group and should receive a risk assessment as appropriate.

Leaders will build confidence among parents, students and staff around the safe reopening of school to students by communicating clearly and frequently, particularly

when new behaviour routines are necessary.

Leaders will ensure that the guidance from Public Health England is followed as per the GAT Operating Procedures and Nottingham Academy Critical / Vulnerable Provision Risk Assessment.

To ensure the safety of staff and students, the Trust Action Plan details specific guidance on the following:

- Travel arrangements to school
- Arrival at school
- Movement around school
- Classroom expectations
- Break time and lunch times
- End of school

#### **4. Student Conduct whilst attending Provision**

The behaviour protocols for the school remain in place and serves as the foundation for students to take responsibility for their own behaviour in line with the school's values. The following expectations supplement those protocols:

- 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 lesson 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.
- If face coverings are mandatory you must wear them where and when you are instructed to do so by school staff unless you are exempt
- You must ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- Face coverings are mandatory where the maintaining of social distancing is difficult, you must follow the guidance given to you by your teachers on the safe application and removal of your face coverings.
- Your face covering must not include offensive or distracting patterns, symbols or words.
- You must bring a sealable plastic bag to keep your face covering in when not in use.
- 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 IT suits, 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.

## 5. Student conduct whilst accessing remote learning

### Everyday Expectations for Online Behaviour

When completing home learning using Microsoft Teams all students must follow the expectations that are listed below, these have been devised to ensure that teachers and students are kept safe at all times, and that the sessions can be as effective as possible.

**Students must ensure that when they are completing live lessons via Microsoft Teams that they:**

1. Students need to attend live lessons in line with their normal timetable .
2. Students need to be punctual for all live lessons .
3. When the teacher starts the lesson, press join on the meeting within your calendar in Teams.
4. Start with your camera off and microphone muted. Students should only unmute when directed by the teacher.
5. Teachers will record all live lessons.
6. Students should consider using headphones so that they can hear clearly. Using headphones will also help to reduce background noise.
7. Students should ensure they are dressed appropriately.
8. Students must ensure their location is appropriate for an online lesson. Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
9. Students must show respect for everyone in the online classroom
10. Students can utilise the chat feature within lessons to raise queries. The chat feature is the speech bubble icon on the main bar that is visible during a video conference. This way your teacher can answer you directly and communicate the response to the whole group.
11. Inappropriate chat messages will lead to the removal of a participant. The chat function is solely for asking questions which the teacher can respond to during the video conference.
12. Participate as fully as possible in the learning activities.
13. You may not, at any time, record or take photos of your teacher or other participants during the video conference.
14. When exiting a lesson please use the 'Leave meeting' by clicking on the red hang up icon when the lesson has finished.
15. Students must comply with Nottingham Academy Responsible use of ICT and social media student guidelines.

## 6. Behaviour Pathway for remote learning

Staff will consistently apply the Behaviour Pathway for remote learning:

<b>Rewards</b> If students meet or exceed expectations please reward them appropriately.	<b>Class Charts Behaviour Points</b> <ul style="list-style-type: none"><li>• Please issue rewards in Class Charts</li></ul>
<b>Verbal Warning</b> Any behaviour which the teacher or moderator perceives to be either inappropriate or disruptive.	<b>Verbal Warning</b> <ul style="list-style-type: none"><li>• Verbal warning issued to students</li><li>• Logged on Class Charts</li></ul>
<b>Yellow Remove</b>	<b>Yellow Remove</b> <ul style="list-style-type: none"><li>• Immediate removal from lesson</li></ul>

<p>Any repeated behaviour which the teacher or moderator perceives to be either inappropriate or disruptive.</p>	<ul style="list-style-type: none"> <li>• Logged on Class Charts</li> <li>• HOY Telephone Call Home</li> <li>• Notes Logged in Class Charts</li> </ul>
<p><b>Amber</b> If a student has been removed from multiple lesson on one or more occasions.</p> <p><b>Or</b></p> <p>Any online activity that contravenes either the Home School Agreement or IT Acceptable Use Policy.</p>	<p><b>24 Hour Suspension of Teams Access</b></p> <ul style="list-style-type: none"> <li>• <b>Sanction given by SLT only</b></li> <li>• Sanction logged on Class Charts</li> <li>• Removal of access to Teams for 24 hours or an extended period of time.</li> <li>• Senior Leader telephone call to parents</li> <li>• Work pack sent home with suspension of access letter</li> <li>• Optional: Request for student to attend provision in internal isolation.</li> </ul>
<p><b>Red Remove</b> If a student has been suspended from Teams but continues inappropriate or disruptive behaviour or repeatedly stop others from learning on their return.</p> <p><b>Or</b></p> <p>Any online activity that contravenes either the Home School Agreement or IT Acceptable Use Policy.</p>	<p><b>Exclusion from teams for extended period or permanently.</b></p> <ul style="list-style-type: none"> <li>• <b>Sanction Given by Principal only</b></li> <li>• Removal of teams access for an extended period or permanently.</li> <li>• Senior Leader telephone call to parents</li> <li>• Gateway Form completed</li> <li>• Sanction logged on Class Charts / SIMS as Exclusion</li> <li>• Work pack sent home with suspension of access letter</li> <li>• Optional: Request for student to attend provision in internal isolation.</li> <li>• Reintegration meeting when suspension expires with re-set of expectations.</li> </ul>

## 7. Behaviour management:

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.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the behaviour and exclusions policy.

Any pupil who has shown a tendency to spit at students 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 behaviour 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.

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.

## 8. Recognising Positive Behaviour

As an Academy, we focus on encouraging positive students behaviour by rewarding students when they meet expectations, both in and out of the classroom. At the beginning of each year, students will be made aware, by tutors, of the range of rewards available at the Academy and how these can be achieved. Part of this is encouraging positive behaviour, giving recognition to children and young people when they do well and motivating them to do more. We therefore consistently apply our reward system – Reward Points via Class Charts. Positive behaviour will be rewarded with:

- Achievement points
- Special responsibilities/privileges
- Verbal and non-verbal praise, including contacting home
- Written praise in marking and feedback or a postcard or letter of praise or phone calls home
- Whole class rewards
- Praise in front of peers and other adults
- Praise in awards assembly

Class Charts enables us to provide reward points, to reward students for meeting or exceeding expectations. Parents can securely access reward information via Class Charts at [www.classcharts.com](http://www.classcharts.com) and entering their child's unique student code. Positive behaviours are logged in Class Charts and are shared with parents immediately via push notification and email.

## 9. Reasonable adjustments:

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) 4

Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDSCO), will be mindful of students' 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 students who hold them, or individual education plans / pupil support plans for those with additional needs but without an EHCP.

Leaders will make their best endeavours to ensure that students with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but not be limited to:

- preview of new behavioural norms and perhaps a visit to school
- additional support for the arrival and exit from school
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- adapted resources to teach behavioural norms

For students 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.

## 10. Review and adaptation:

Leaders will keep the arrangements detailed in this addendum under review, and as guidance is released from the Department for Education. Risk assessments for individual students 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 students. A thorough review of the

addendum will be undertaken at each phase of reopening, as the numbers of students admitted to school alters.