

Updated 4/6/20

**School Name: Academy St James**

**Date: 4/6/20**

**Date shared with staff: 8/6/20**

## 1.Context

This document provides information, guidance and clarity over the management of behaviour in schools during these unprecedented times. This annex will be active from 08/06/2020 and will be reviewed by Academy St James 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 BDAT

## Key Contacts

Role	Name	Contact number	Email
Behaviour Leads	Chris Tolson Ruth Thompson, Becky Albentosa	01274777095 07927550611	<a href="mailto:Chris.tolson@academystjames.com">Chris.tolson@academystjames.com</a> <a href="mailto:Ruth.thompson@academystjames.com">Ruth.thompson@academystjames.com</a> <a href="mailto:Becky.albentosa@academystjames.com">Becky.albentosa@academystjames.com</a>
Headteacher	Chris Tolson		<a href="mailto:Chris.tolson@academystjames.com">Chris.tolson@academystjames.com</a>
Specialist Leader of Education and SEND leader	Ruth Thompson	01274-777095	<a href="mailto:Ruth.thompson@academystjames.com">Ruth.thompson@academystjames.com</a>
Curriculum and support for pupils	Ruth Thompson Katia Petty Louise Allingham Hannah Rosenberg	01274-777095	<a href="mailto:Ruth.thompson@academystjames.com">Ruth.thompson@academystjames.com</a> SEN/Inclusive provision <a href="mailto:Katia.petty@academystjames.com">Katia.petty@academystjames.com</a> Vulnerable groups –EAL/NTE <a href="mailto:Louise.allingham@academystjames.com">Louise.allingham@academystjames.com</a> Curriculum leader-planning <a href="mailto:Hannah.rosenberg@academystjames.com">Hannah.rosenberg@academystjames.com</a> Metacognition- how children learn/memory and what makes children enjoy school.

Pastoral Team and Inclusion team	Rebecca Oxley Suzanne Louch Lisa Barker Andrew Smart	01274-777095	<a href="mailto:Rebecca.oxley@academystjames.com">Rebecca.oxley@academystjames.com</a> <a href="mailto:Suzanne.louch@academystjames.com">Suzanne.louch@academystjames.com</a> <a href="mailto:Lisa.barker@academystjames.com">Lisa.barker@academystjames.com</a> <a href="mailto:Andrew.smart@academystjames.com">Andrew.smart@academystjames.com</a>
Safeguarding Leader	Becky Albentosa - DSL	01274-777095	<a href="mailto:Becky.albentosa@academystjames.com">Becky.albentosa@academystjames.com</a>
Mental Health First Aiders Child and Adult	Becky Albentosa Rebecca Oxley Suzanne Louch	01274-777095	<a href="mailto:Rebecca.oxley@academystjames.com">Rebecca.oxley@academystjames.com</a> <a href="mailto:Suzanne.louch@academystjames.com">Suzanne.louch@academystjames.com</a> <a href="mailto:Becky.albentosa@academystjames.com">Becky.albentosa@academystjames.com</a>
General enquiries	Gemma Mungovin/Amanda Carter/Amreen Akhtar	01274-777095	<a href="mailto:Gemma.mungovin@academystjames.com">Gemma.mungovin@academystjames.com</a> <a href="mailto:office@academystjames.com">office@academystjames.com</a> <a href="mailto:amreen.akhtar@academystjames.com">amreen.akhtar@academystjames.com</a>

## 2. Behaviour

On arrival to the academy pupils will be briefed on specific expectations regarding behaviour. These revisions are in line with government guidance that reflect the new protective measures that have been introduced. These new 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 could compromise the safety of them and others. Therefore, in addition to the current behaviour policy expectations the following rules will apply:

- **Observe social distancing.** Pupils are always expected to try to maintain a distance of two metres apart. Exceptions to this include young children and children with special educational needs who may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines - please refer to section 3 that addresses reasonable adjustments.
- **Observe good personal hygiene.** Pupils must wash hands thoroughly more often than usual as instructed by a member of staff. Pupils must also 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.
- **Pupils must only interact with others in their learning group.** Pupils must remain in their learning group and must not mix with others whilst in the Academy. This includes zones set out at play and lunch times.
- **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 dividing line down the middle of a corridor to keep groups apart as they move through the school.

It is important that school consider how to encourage young pupils to learn and practice the new routines and habits through **songs and repetition of activities.**

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>

We have trained Mental Health First Aiders for school so please talk to the team and get advice.

### **3. Sanctions and Rewards**

#### **Rewards**

Any rewards will be delivered within the "bubble" although wider achievements may be shared on the school twitter.

Rewards will be given to children adhering to rules and routines including handwashing, respiratory hygiene and social distancing (where appropriate). The nature of the rewards will be agreed within each "bubble" and be consistent across school but will also take the views of the children into account but may include:

We will continue with:

1. Class Dojo points which are house points
2. Golden Book will continue and be drawn each week by Mrs Louch
  - Stickers
  - Weekly certificates in 'Star of the Week' worship- this will be done in your classroom and through a video
  - Extra outside time for the bubble (if this can be managed safely)
  - Specialised rewards for key pupils which is organised by the class teacher If appropriate
  - "Fun" afternoons
  - Messages home to parent/carers
  - Verbal Praise
  - Golden Learner- this will still continue at the end of the summe term

The 'Be Seen on Green' system will continue in all year groups with EYFS using a slightly different versions as before as children are used to this. Rewards will be linked to the rewards outlined above.

#### **Enrichment**

As you know gatherings of lots of children is not allowed however this does not mean we can not have enrichment on a Friday afternoon. You will have this with your bubble. We will devise a list of physically active and enjoying enrichment activities and you can select a different one to do each week. You could select 2 and have each adult in the class doing one each. As we have a huge field and outside area we need to make use of this. Spaces you could use include:

1. Cook room
2. School field ( which will be divided into sections)
3. Nature Reserve
4. MUGA- we have 2 of these.
5. The play area attached to the outside classroom- this is now our space which we can us
6. Hall

As ever these areas must be booked and the equipment you use must be considered carefully- see socially distanced games for ideas.

## **Sanctions**

Following government guidelines and to prioritise the safety of the children and staff, movement of children around the school is being strictly planned. Contact with staff members outside of the groups is also being limited. As a result, spaces such as the Hive room will not be available to children other than those in the bubble.

Rules and routines will be taught to children and supported with visuals. This will form part of the curriculum. Extra resources e.g. social stories can be made available to children who need extra support in this area and if you need support please speak to our pastoral team or our SEND and inclusion team.

To support with curriculum please see our team above. When we look at the antecedents for behaviour there are a number of triggers and it is important we consider these in our planning. We have lots of great people who can support you with this.

A time out area will be designated and used within the classroom. Children will be directed to this by the Teacher or TA within the group. Use of this will be recorded on CPOMS under behaviour general. Support for children who are regularly receiving time out's will be discussed with the parent/carers.

We have assigned non class based people particular children for the whole time as this restricts the 'bubble' they visit. Staff know who their support person will be if there is an issue.

All classrooms have phones so we can communicate between each area effectively.

If a child attempts to leave their group or enter another group they will be given one verbal warning. If they attempt this again following the verbal warning (orange), a red would be issued and a member of SLT will contact parent/carers to collect the child and discuss their place at school.

If a child refuses to follow instructions or puts the safety of their group or others at risk by refusing to comply with the routines in place for safety then a warning will be given and a member of SLT will contact parent/carers to collect their child and discuss their place at school.

Spitting, physical aggression will not be allowed on the school site and this may lead to an exclusion being given for the safety of the children and staff. This is in accordance with our existing behaviour policy and will still be followed.

Pupils who are unable to adhere to the rules and expectations, and in doing so compromise the safety and wellbeing of themselves and others could be subject to an exclusion on a temporary basis. ( See guidance on behaviour policy and exclusions policy for further details.

## **4. Reasonable adjustments**

- Visuals will be used around school to make all routines very clear e.g. markers on the floor for distance, hand washing prompts, alternative ways to hug etc
- Social stories for return to school will be available to children if needed.
- Child friendly stories explain the pandemic will be available to children if needed.
- "Bubbles" will be grouped with input from staff who know the children well to support the needs within the bubble (where possible).

- Each group will be allocated a Teacher and a Teaching Assistant to increase the support available to children. This includes using additional resources/visuals to reinforce routines and also to provide time to talk and discuss worries and issues that arise.
- The curriculum will be adjusted with a focus on Mental Health and time to talk/discuss issues that arise will be built into the day.
  - The curriculum will be focused on books, reading and basic skills which will all support our work around mental health. Reading should be absolutely crucial in providing children access to different worlds and their imagination.
  - Please speak to our curriculum team below for help and support.

Curriculum and support for pupils	Ruth Thompson Katia Petty Louise Allingham Hannah Rosenberg	01274-777095	<a href="mailto:Ruth.thompson@academystjames.com">Ruth.thompson@academystjames.com</a> SEN/Inclusive provision <a href="mailto:Katia.petty@academystjames.com">Katia.petty@academystjames.com</a> Vulnerable groups –EAL/NTE <a href="mailto:Louise.allingham@academystjames.com">Louise.allingham@academystjames.com</a> Curriculum leader-planning <a href="mailto:Hannah.rosenberg@academystjames.com">Hannah.rosenberg@academystjames.com</a> Metacognition- how children learn/memory and what makes children enjoy school.
-----------------------------------	--	--------------	---

- All children will be taught (in an age appropriate way) about hygiene and the new routines. Social stories or further resources will be provided for SEND children who need this extra input. Parents have also been asked to support school in teaching children these basic routines.
- Outdoor learning/time in the outdoor space will be provided throughout the day when possible (in addition to play and lunch times).
- A safe space will be made available in each classroom/learning space so that children can access time out when needed. Please utilise space outside the classroom if necessary.
- If outside agency advice or support is needed for a pupil with SEND, this will be pursued via the SENCO or the DSL. This includes the Educational Psychologist, MAST, Learning Support and Speech and Language. Each service has a different way of working currently so the Academy St James will adhere to this.

## 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 some 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.

Pupils whose behaviour presents a danger to others can be refused provision. The Headteacher should consider alternatives to this refusal in the same way that they would normally seek to avoid a formal exclusion.

## 6. Exclusions

An annex to the BDAT and school Exclusions Policy will be circulated separately and is on our website (See Exclusions and Behaviour Policy)

## 7. Support from BDAT

BDAT central team will continue to provide updates, support and guidance to colleagues as appropriate. We will use central policies to protect staff and support each other.