



King James's School

COVID-19 Addendum Behaviour Policy - Sept 2020

Context

Commencing the 20th March 2020, as a result of Covid-19 and the Government's resulting social distancing strategy, schools have closed to all learners on multiple occasions (March 2020 – August 2020, December 2020 – March 2021), with the exception of those of critical workers, those with EHCPs and learners categorised as vulnerable. As such, although our school never fully closed, there are many learners who have not been in school for protracted periods 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 their 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. This addendum supports our school's behaviour policy in clearly identifying the new behavioural norms and expectations for the foreseeable future.

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. This addendum is to sit alongside our present 'Behaviour for Learning' policy and reference to this present policy will be made.

Vulnerable Learners including Learners with SEND

Meeting the needs of vulnerable learners, including those with SEND 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 and behaviour. These learners may need additional support and guidance regarding their transition back into school. All learners with an EHCP will have their Risk Assessment updated and a Risk Assessment will be completed for any other pupils who have complex needs and who do not have an EHCP. In addition we will complete risk assessments for learners who may have needs that require additional support to be in place when they reintegrate back into school due to social, emotional and mental health challenges. 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 in line with government guidance.

Behaviour Policy – wider reopening of schools

1. New rules, routines and boundaries will be taught, consistently applied, and constantly reinforced.
2. All staff will be proactive in promoting the new routines and preventing poor behaviour, dealing with it quickly and effectively if it occurs.
3. During a period of phased re-opening of school, learners will be taught in small groups. Leaders will give careful consideration to configuration of these groups. Learners will be reminded of both original and new routines. Staff will continually remind learners of routines. A video and set of guidelines will reinforce these expectations for staff and students.

Code of Conduct for Use During Covid-19 Procedures.

This is designed for students to have clarity around expectations.

This code of conduct outlines the expectations of behaviour during this period to protect everyone's safety. These rules must be followed every time that you are in school, and all the time that you are in school.

1. Always keep your distance from others – 2 metres point are indicated in every corridor. Always follow them.
2. Enter and exit the school at the designated area for you depending on your classroom.
3. All pupils are to follow the instructions of their teachers immediately – into consequences or not.
4. Students are required to sit in the designated places set by the teacher and remain 2 metres apart.
5. Be hygienic:
 - Ensure that you wash your hands regularly and for 20 seconds
 - Use the anti-bacterial gel on entry and exit of school and before eating.
 - If you feel the need to cough or sneeze please do so into a tissue and then place it in the bin. If this is not possible then into your elbow.
6. Avoid touching your face and equipment that you do not need to use.
7. Behave in a calm, orderly and safe manner.
8. You must bring and use your own equipment – Do not borrow from others.
9. Stay in your allocated area. Do not go out of bounds or areas that have not been designated for you including toilets, classrooms and outside areas.
10. Don't wait for friends after school or form large groups.

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).

Leaders in school, 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.

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. Our calm, kind, relentless approach will remain our top priority. Praise and reprimands will be used accordingly.

The school 'Consequence System' ladders will be applied in the following way:

Classroom Intervention:

Remind - Rule Reminder. A reminder can be given for things like talking, poor work rate, not following instructions and/or general low level disruption including the breaking of social distancing.

Caution - A warning that behaviour has still not improved.

Move - Here the student could be moved to another part of the classroom or spoken to on their own by the member of staff. This would be the students' final opportunity to modify their behaviour.

Remove - Now if a student reached this level of intervention, the on-call system would be used. The student would be taken directly to the Consequence Room by the pastoral officer or member of SLT on call.

Detention System:

There will be no whole school detention system running under the present conditions. If a student continually fails to comply after being removed to the Consequence Room, parents will be contacted to take the student home.

Extended Intervention:

The referral spaces of the Consequence Room and Internal Exclusion Room will be adapted to adhere to social distancing guidelines.

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.

Failing to comply with referral spaces 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.

Collaborative School Referral:

This is our final sanction before a fixed term exclusion, through our collaborative school referral arrangement with Harrogate High School. During the present climate this option will be only be used in exceptional circumstances and in agreement with Harrogate High.

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 current arrangements came into force on **25 September 2020** and will apply to all exclusions occurring from then until **24 March 2021** (inclusive of those dates). They can be found here:

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

All exclusions occurring between 1 June 2020 and 24 March 2021 (inclusive of those dates) are subject to amended arrangements with regards to:

- the use of remote access technology (for example videoconferencing or telephone conferencing software) for meetings of governing boards or independent review panels
- the deadline for applications for an independent review

Governing boards and independent review panels (IRPs) who have a duty to meet to discuss an exclusion that occurred between 1 June 2020 and 24 September 2020 may be eligible for time extensions in some circumstances.

It is important that meetings relating to exclusions occurring between 25 September 2020 and 24 March 2021 take place within the normal timescales described in the [exclusion from maintained schools, academies and pupil referral units in England](#) statutory guidance.

Governing boards and arranging authorities for independent review panels should take all reasonable steps to meet the normal deadlines for exclusions occurring after 24 September 2020.

They should:

- consider the [guidance on protective measures for the full opening of schools](#)
- facilitate remote access meetings where it is not reasonably practicable to meet in person

If the deadlines are missed because of coronavirus (COVID-19), the meeting must be held as soon as it becomes reasonably practicable to meet either in person or via remote access (respecting the conditions for such a meeting).

An exclusion should be taken as having 'occurred' on the first day of the exclusion. Any exclusions covered by these arrangements will continue to be subject to them until the procedures for scrutiny of the exclusion have been exhausted.