

Burstow Park School

Behaviour Policy 2021 Covid-19 Addendum Guidance

The principles as set out in Burstow Park School's Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of Burstow Park School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

In light of the current Covid-19 pandemic, Burstow Park School has adapted the day to day arrangement to make the school a safer place.

Visitors to school will be kept to an absolute minimum; external visitors will only be permitted to enter the school site by prior arrangement for **exceptional circumstances**, or to fulfil a **statutory** role (e.g. Ofsted Inspector, Social Worker etc). All visitors will adhere to handwashing and sanitising regimes in place in the school. Any visitor who are experiencing Covid-related symptoms will not be permitted to enter the school site. Any visitor who develops Covid-related symptoms whilst at school, will be required to leave the school site immediately, and the schools Covid Infection Control measures will be put in place straight away.

Students are asked to only bring the bare minimum of personal items into school that they need to complete the day's lessons. Personal items should remain in their school bag when not needed. Students may not share items (e.g. pens, pencils, food/drink etc) with other students. Classrooms will be sanitised at the end of each lesson. School will avoid large gatherings of students wherever these can be delivered in smaller 'bubbles'. For example, whole school assemblies will not take place, instead, the information will be delivered during an extended afternoon Tutor Time.

Students have been reminded verbally, in tutor time, and through posters in every classroom, of expectations about sneezing, coughing, tissues and disposal and to avoid touching their mouth, nose and eyes with their hands. In the event of a person displaying symptoms, the DSL room has been identified as a room for staff and pupils to go where they will be isolated, and arrangements made for them to go home as soon as possible. In the DSL room it is possible to be socially distanced, there is a window that can be opened, and there is a stock of appropriate PPE and hand sanitiser.

The garden, which is a wide open area, has been identified as a place where – in all but the most adverse weather - pupils and staff will have their breaks. If weather prevents this, the art room will be used, as this is a well-ventilated room, and the largest room in the school. If break and lunch time is to be indoors, other rooms will also be opened so that children can spread themselves across a wider area. Children will be asked to stay in their first chosen room however, rather than moving between rooms. The student kitchen will remain closed.

School has identified **Emma Slaughter** as the person who will update staff if there are any changes in the current situation related to the pandemic, which affect school, students or staff. There is a designated notice board within the staff room, where all relevant policies and

procedures are displayed and available. The noticeboard also provides general Covid-19 information.

All pupils will be supported in the following ways:

- Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- Tutorial time will be used to remind students about key aspects of how to reduce infection / contamination
- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained to pupils by their tutor/teacher, with repeated reminders as required / appropriate. This will reassure all pupils and particularly the most anxious.
- Adults will regularly explain hygiene rules sensitively and provide reminders throughout the day, as required / appropriate .
- An age-appropriate strategy for pupils to share their concerns e.g. a worry box, will be available so that pupils' concerns can be heard and responded to.
- All our usual systems for affirming our pupils' good behaviours will continue, with a particular focus on 'Staying Alert' and 'Being Kind' behaviours
- For pupils who are not managing for any reason to follow our school expectations we will follow the process in our behaviour policy

Burstow Park School promotes good behaviour, self-discipline and respect by teaching universal 'right from wrong' morality and expectations for all students, including those with SEND. We take a pro-active approach to ensuring positive behaviours and deterring poor behaviours. Strategies employed include:

- a consistent, fair, workable and effective rewards programme
- a consistent approach to behaviour management across the staff team
- strong school leadership, coaching and monitoring of tutor and recording systems including data recording
- classroom management based on clear boundaries and positive regard
- clear and fair behaviour strategies and expectations - and the teaching of good behaviour
- a culture of regular liaison with parents and other agencies and residential homes of different levels of staff

We place emphasis on students having an understanding of right from wrong and making informed choices about their behaviours. In the context of Covid-19, this includes students promoting the safety and well-being of their peers and also of staff / other adults. School will take a 'firm but fair' approach to dealing with behaviours that wilfully place others at risk of contracting Covid-19.

We take a four-level approach, to enforcing sanctions, dependent upon the severity of the behaviours displayed. Sanctions will depend on:

- The severity and repetition of the misbehaviour
- The child's SEN, disability and understanding
- Motive, maliciousness, negative impact on other students.

Level 1: Informal

Examples:

Minor or occasional episodes of failing to complete task required, answering back/inappropriate comments, swearing, refusal to engage, defiant behaviours, interrupting other pupils learning etc.

In the context of Covid-19 this would include behaviour such as not sanitising their own workspace at the end of a lesson, or misusing hand sanitiser gel.

This requires initial intervention by the TA and/or Teacher within the classroom. It may include:

Reminders of the expected standards of behaviour

Adjustment of teaching practices

Requests to cease with a particular behaviour

Moving students away from one another

Sitting staff in-between students who are distracting one another and/or inciting behaviours in another

Adjustment of TA involvement / support

Requesting that a child's tutor discusses their behaviours with them

Level 2: First line formal response

Examples:

Repeated continual low level disruption, repeated outbursts during lessons – needing to frequently or unnecessarily leave the class, initial observations of bullying, coercive behaviours towards other students, manipulation of other students, persistent refusal to follow instructions, regularly preventing other students from progressing in lessons.

In the context of Covid-19, this would include actions such as not adhering to social distancing, inciting others not to follow hygiene routines etc.

As a first stage, support will be consulted from the wider staff team (including a member of the Senior Leadership Team) to identify alternative strategies for managing the child's behaviour positively.

A discussion will be had with the student (by the most appropriate member of staff to engage positively with the student) about behaviour expectations. This may also include parent/carers.

If positive strategies such as the above do not result in a reduction/cessation of the behaviours, the child will be placed on 'Behaviour Report' for either all, or specific, lessons – dependent on the behaviours being exhibited. It is noted that this will only be the case where the first stage responses have been employed to little or no effect first.

The Behaviour Report shall set out what needs to change / stop, and the target will be monitored in each lesson for a set period of time (usually up to one week for a first Report, up to two week for a second Report. If no improvement is seen after two weeks, a level 3 response will be actioned.

Level 3: Formal written notice

Examples:

Persistently being out of class and attracting others out of class, persistent personalised rudeness and swearing, repeated unwillingness to conform, weekly data input showing a very high level of negative behaviour points compared with other similar children, weekly data showing negative behaviour points for a variety of poor/ unacceptable behaviours which outnumber positive academic points in class.

In the context of COvid-19, this would include repeated disobeying of infection control arrangements, refusal to use tissues to catch sneezes, coughs, etc.

A **formal written notice** from the school to explain the behaviours that are unacceptable, and what needs to be done to address the behaviour shortcomings. The letter will be sent to the child and their parent/carer, with a copy also sent to the placing Local Authority. The letter will require an improvement in behaviour by a given date.

Level 4: Serious Incidents

Examples:

Using mobile phone in school, bullying and intimidation during school time or out of it, including specific racist or homophobic actions or behaviours, persistent refusal to attend lessons and follow the timetable, causing disruption and distress to the learning and physical and emotional well-being of others, inciting other students to misbehave or abscond, assault, theft, criminal damage, using lighters dangerously in the school building, being in possession of drugs, legal highs or alcohol in school, being under the influence of drugs, legal highs or alcohol in school, being in possession of a weapon, dangerous substance or using anything to inflict harm, extreme violence/ assault in school, persistent unmanageability of disruption to learning and other classes, aggravated by misuse of mobile phone, many occasions of bullying, intimidation, racist, homophobic behaviour, unmanageability of phone/ acceptable use of the internet in school

And, where all strategies above have been tried and exhausted, given the additional needs of the child and other children with disabilities in the school

In the context of Covid-19, this would include a wilful attempt to potentially infect another through coughing, sneezing etc in another's personal space for the purpose of potentially contaminating them, or attempting to contaminate an area with bodily fluids, tampering with PPE etc.

Where behaviour is deemed to be 'serious' then an entry will be made in the schools Serious Incident Log – with a copy held on the child's school file. A copy will be forwarded to the pupil's parent/ carer and Local Authority with a written **formal notice to improve behaviour, a failure to comply with which would result in notice to cease the placement.**

Discipline on School Transport, Taxis, and Off-School Site

Burstow Park School has an expectation of positive behaviour on and off school site. This includes behaviour on activities arranged by school, such as work experience placements, educational visits outside activities and behaviour on the way to and from school.

The Headteacher (or their representative) will make assessment of any confiscation and consequence, according to their having an oversight of a pupil's SEN, disability, equality, human rights, and any other confidential medical or mental health matters known in the home or residential house or any other educational or contributory needs.

Exclusions

Exclusions will be reserved for severe breaches of this Behaviour Policy and will be managed according to the separate Exclusions Policy, within the law and with the Head Teacher, Exclusions Manager or Deputy's authority only. The Headteacher (or their nominated representative) is the only member of staff who can make a decision to exclude a student. Where a child makes concerted attempts to potentially infect others, this may result in an exclusion from school.

A student will only be excluded as a last resort - where other strategies of teaching positive behaviours, support and nurture have been exhausted. However, the power remains should it be necessary and lawful.