



# **Addendum to Behaviour Policy**

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2	13.7.20	Mark Hassack	Various changes to reflect full opening during COVID-19 restrictions
3	26.8.20	Mark Hassack	Changes to include PPE in academies

## ADDENDUM TO BEHAVIOUR POLICY

With effect from: 1st September 2020

Review date: by 1st September 2021

This addendum to the Behaviour Policy of Outwood Grange Academies Trust is for use during the arrangements for education of students in academies during the **Covid-19** pandemic from September 2020. It is to be used in conjunction with, and read alongside, the current Behaviour Management policy and other closely associated policies e.g. safeguarding ([DfE Covid-19 Guidance](#)), child protection, e-safety and anti-bullying. It should be read alongside [Behaviour and discipline in schools: guidance for headteachers and staff](#); [Getting the simple things right](#) and [Checklist for school leaders to support full reopening of schools](#). The addendum will be used alongside all government guidance for schools returning to full opening and may change should this guidance change.

Aims:

1. To provide a **safe learning environment** for students and staff during the Covid-19 pandemic
2. To help students to understand the importance of keeping themselves, their peers, staff and their families safe
3. To provide an environment for students where they understand the rules and staff explain new routines explicitly

All students will receive a **'safety briefing' when they first return to the academy, and may receive further briefings periodically as appropriate**. This will include rules around social distancing; hygiene routines; toilet visits; social times and lunch (where applicable); movement around the Academy; use and sharing of equipment; good conduct. There will also be posters and display boards around the academy which will reinforce the key messages and expectations regarding safety.

### Keeping Pupils/Students Safe on Academy Site

From September 2020, following DfE guidance on re-opening, we are welcoming back all students into the Academy, in a measured, safe and prescribed manner.

The **mental health and well being** of all of our students is paramount and we recognise that these are challenging times for many young people and their families. We have a robust system in place to ensure contact with all young people and families and are able to signpost help where required. The ['Green Button'](#) on our websites is a great place to look for support.

The Academy will work in line with DfE guidance, supplemented by its own robust policies and risk assessment.

### Basic guidance within this includes:-

- Encouraging regular hand-washing more often
- Reminders to avoid touching your eyes, nose, and mouth with unwashed hands



- Reminders to cover your cough or sneeze with a tissue, then throw the tissue in a bin and wash your hands
- Surfaces and equipment cleaned and disinfected frequently
- Reminding children to comply with social distancing where possible and appropriate
- Year groups will be kept as separately as possible creating separate whole-year group **'bubbles'**
- Parents discouraged from gathering at Academy gates; as far as possible, communication with parents and other stakeholders will be undertaken by telephone or other means to minimise any visitors on the Academy site;
- Parents should be clear about their child's current health before coming onto site.
- An appropriate staggered start will be implemented to the beginning of the Academy day to limit mixing of year groups

**Aspects of the policy that will change during the period this addendum is in place**

<b>Aspect</b>	<b>Detail of change</b>	<b>Reason</b>
Use of the matrix room	If a student reaches C4 (sent to matrix) then 'matrix' will be either <ol style="list-style-type: none"> <li>1. another classroom, where students in the same year group are being educated, a hall or other space in line with designated 'bubbles'; or where this is not possible</li> <li>2. a member of staff who is not teaching a lesson eg. Learning Manager, Senior Leader or Head of Department.</li> </ol>	To keep to the 'bubbles' created in the Academy
Use of the reflection room	The reflection room may not be available every day for every year group and therefore designated days and times for each year group will be published by each academy.	To keep to the 'bubbles' created in the Academy - it may not be possible for a mix of different year groups to be in the reflection room at the same time in the usual format.
Use of detention room / detentions	Detentions may be in different locations and will be organised by year group. Individual academies can implement these to their specific circumstance. Consider prudent use of C4a/b/c	To keep to the 'bubbles' created in the Academy - it may not be possible for a mix of different year groups to be in the reflection room at the same time in the usual format.

Break times	Break times will be in year group 'bubbles' i.e., only students from the same bubble will be on break at the same time.	Maintaining 'bubbles' and reducing chances of infection.
Lunch times	Lunch times will be in year group 'bubbles' i.e., only students from the same bubble will be on lunch at the same time.	Maintaining 'bubbles' and reducing chances of infection.
Toilet visits	Strict routine en route to the toilets, only using designated areas. Limited numbers observing social distancing guidelines. Strict adherence to hygiene routines.	Maintaining 'bubbles' and reducing chances of infection.
Sanctions	An internal 'removal' from lessons may be used by Principals and Senior Leaders as an alternative to formal sanctions and/or suspension but only where social distancing and 'bubbles' can be adhered to.	Our focus must be on intervention by interaction and actions 'prior to formal consequences' as stated in the policy. Only when these attempts to modify behaviour have been tried and failed should formal sanctions be used.
Positive behaviour	<p>As ever, we want to keep rewarding positive behaviour in the Academy with an accumulation of praise points and commendations leading to specific rewards may need to happen in different ways eg.</p> <ul style="list-style-type: none"> <li>● Commendation certificates</li> <li>● Online vouchers</li> <li>● 'Friday night takeaway'!</li> <li>● Cultural Capital credits</li> <li>● 'Graduation tokens'</li> </ul>	We want to continue to praise and reward our students and we will use methods which enable us to do so whilst adhering to additional safety measures and other necessary guidance.
Additional provision	Support via The Bridge and the Personalised Learning Centre (PLC) will operate as separate 'bubbles' over this period. These will be decided and published by each academy.	Maintaining 'bubbles' and reducing chances of infection whilst continuing our provision for those students requiring additional support.
Order of sanctions (eg C4a→ C4b→ C5a→ C5b→ C6)	The order and issuing of sanctions will still be at the discretion of the principal but the 'usual' pattern may change. Eg. academies may use lunchtime detentions	Maintaining 'bubbles' and reducing chances of infection whilst maintaining a structure of sanctions to help maintain a calm, purposeful and structured

	<p>or C4c (2hr detentions) more than in normal circumstances and sanctions may not necessarily be issued in the same order as 'usual'.</p> <p>Sanctions must be appropriate and impactful.</p>	environment in which all students can learn.
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**Additional aspects to the policy that will be implemented during the period this addendum is in place**

<b>Aspect</b>	<b>Reason</b>
Students must adhere to any social distancing measures implemented by the academy and/or asked of them by a member of staff	This is for health reasons and to ensure the safety of staff and students.
Students must use personal protective equipment (PPE) in line with any current requirements of the academy, unless medically exempt from doing so. PPE should be used responsibly and sensibly.	This is for health reasons and to ensure the safety of staff and students.
Social distancing, practising good respiratory hygiene and any requirements for the use of PPE are considered 'reasonable requests'	This is for health reasons and to ensure the safety of staff and students.
Not adhering to measures put in place as part of the COVID-19 response is unacceptable.	This is for health reasons and to ensure the safety of staff and students.
Deliberately coughing on students or staff, 'faking' COVID symptoms and using COVID to name-call or bully students are all unacceptable behaviours.	This is for health reasons and to ensure the safety of staff and students.
When travelling to and from the academy, students must not congregate with others and should ensure the national guidelines on social distancing are followed.	This is for health reasons and to ensure the safety of staff and students and not to cause concern in the community.

## Additional Academy rules during the period of this addendum

Strand	In class	Around the Academy
Be safe	<ul style="list-style-type: none"> <li>● We follow adult direction</li> <li>● We wash our hands frequently and when requested to by members of the academy staff</li> <li>● We use hand sanitiser whenever an adult asks</li> <li>● We keep our hands away from our mouth, nose and eyes</li> <li>● We use a tissue or an elbow to cover our mouths when we cough or sneeze</li> <li>● Tissues go in the bin (catch it, bin it, kill it)</li> <li>● We carefully consider our own social distance and that of others, reminding others of the expectation, politely, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>● We follow adult direction</li> <li>● We keep our hands and feet to ourselves</li> <li>● We line up keeping a distance from our peers</li> <li>● We use equipment safely</li> <li>● We move calmly around the Academy and follow the instructions of adults at all times</li> </ul>
Be respectful	<ul style="list-style-type: none"> <li>● We speak kindly and respectfully to each other</li> <li>● We listen to the teacher and follow instructions, using S.T.A.R./ STEPS and remembering our safety CHOICES and basics for learning ABCDE</li> <li>● We use good manners</li> <li>● We are honest</li> </ul>	<ul style="list-style-type: none"> <li>● We do not push or pull or touch each other in any way</li> <li>● We are focussed in the classroom using our precious time well</li> <li>● We are kind and respectful during social times.</li> <li>● We talk to each other and try to work problems out</li> </ul>
Be responsible	<ul style="list-style-type: none"> <li>● We do not move around the classroom without permission from an adult</li> <li>● We keep a distance from others when we line up in the classroom</li> <li>● We sit at our allocated desks and don't share equipment</li> <li>● We never leave the classroom without permission</li> <li>● We must speak to an adult immediately if we are feeling unwell</li> </ul>	<ul style="list-style-type: none"> <li>● We are not allowed to move around the Academy without an adult unless we are given permission to do so</li> <li>● We remain in our designated outside area (we cannot move between groups)</li> <li>● We play non-contact, socially distanced games within our year group bubble</li> <li>● We follow the safety expectations when visiting the toilet</li> </ul>

'Be safe, respectful and responsible' - A guide to *escalating* issues up and not *accelerating* issues up

Category	Lead staff	Behavioural concern examples	Possible action(s)
1	Teacher/ Support staff	<ul style="list-style-type: none"> <li>· Minor discretions or inappropriate behaviour below the expectations of acceptable behaviour within the Academy during normal operation (ACE).</li> <li>· This could include rudeness, disrespect or not following reasonable instructions (actions prior to formal consequences in effect)</li> </ul>	<ul style="list-style-type: none"> <li>● Conversation with student(s) which could include a verbal warning, moving seats and other behaviour management strategies.</li> <li>● Contact with parents/carers.</li> <li>● Concern logged on OCloud</li> <li>● Revision of expectations around classroom routines STAR; STEPS, Safety Choices and Basics for Learning.</li> </ul>
2	Middle Leaders	<p>Repeated instances of “1” or:</p> <ul style="list-style-type: none"> <li>· A single use of offensive/ inappropriate language (not towards staff).</li> <li>· Defiance/ rudeness towards staff.</li> <li>· Unsafe behaviour during the partial closure (this could include not following expectations around <b>social distancing</b> e.g. break time/ use of toilet facilities – see separate guidelines (individual academies will have different routines for this procedure))</li> </ul>	<p>Conversation(s) with student(s) which could include a verbal warning, moving seats (where possible in relation to <b>social distancing</b> guidelines) and other behaviour management strategies felt appropriate by the lead member of staff</p> <ul style="list-style-type: none"> <li>● Moving to other spaces</li> <li>● Contact with the student's parents/carers (if necessary).</li> <li>● Concern logged on OCloud.</li> <li>● SLT informed.</li> </ul>
3	Learning Managers	<p>Repeated instances of “2” or:</p> <ul style="list-style-type: none"> <li>· A single use of offensive behaviour/ language towards staff/ students.</li> <li>· Inappropriate comment about staff/ students in Academy.</li> <li>· Any use of racist, homophobic, bullying, discriminatory language/behaviour.</li> </ul>	<p>A LM may adopt one or more of the following actions:</p> <ul style="list-style-type: none"> <li>● Phone call home.</li> <li>● Moving to other spaces</li> <li>● Logging of incidents on to OCloud as applicable.</li> <li>● Logging of incidents on CPOMS as applicable.</li> <li>● Implementation of a Risk Assessment where necessary.</li> <li>● Referral to <b>SLT</b> if:</li> </ul> <ol style="list-style-type: none"> <li>1) A LM is not available.</li> <li>2) The issue would usually result in a fixed term exclusion.</li> <li>3) If the LM/Deep Support lead believes that a referral to a support service, inc. the police are necessary.</li> <li>4) Any comments towards a member of staff that could be construed as highly inappropriate/offensive.</li> </ol>

			5) A continuation of problematic behaviour after LM/ Middle Leader intervention.
4	SLT	Referral to SLT if: <ul style="list-style-type: none"> <li>● Issue would normally result in a fixed term exclusion.</li> <li>● <b>Persistent or serious breach of safety expectations around social distancing/ hygiene (coughing/ spitting).</b></li> <li>● If staff have indicated that there is a <b>safeguarding</b> concern</li> <li>● Any comment towards staff that could be construed as inappropriate or sexualised – no matter how minor it may seem.</li> </ul>	SLT will carry out one/several of the following, in consultation with the Principal (or Lead DSL where appropriate). <ul style="list-style-type: none"> <li>● Phone call home to discuss the issue with the parent/carer</li> <li>● Log incident on OCloud.</li> <li>● Log incident on CPOMS if applicable.</li> <li>● Implementation of Risk Assessment Plan where appropriate.</li> <li>● Referral to key agencies such as social services/ police.</li> <li>● A temporary suspension from attending the Academy may be considered by the Principal.</li> </ul>

If referrals need to happen during a lesson, teachers may use a radio or telephone if available to contact the relevant person. If there is an online system (eg SIMS), this may also be used to call a member of staff. It is likely that SLT and Learning Managers will be visiting lessons regularly and this will give teachers the opportunity to have a discussion regarding any issues and make a referral in person. If there is no other option, the teacher may ask a student to stand outside the classroom door and wait for the SLT or Learning Manager to arrive.

It is always useful to revisit fundamental aspects of developing good 'behaviour for learning'.

**Things all staff will look to implement and consider:**

- Meet and greet students into class
- Know their names
- Understand students' special needs (differentiation)
- Ensure that all resources are planned in advance
- Have a plan for those who are more challenging
- Reiterate expectations and how we are 'safe, respectful and responsible'
- Be overt about praise and rewards
- Coordinate the support of other adults in your classes
- Have clear routines for transitions and STAR
- Stay calm at all times

NB. Capitalise on the change to 'horizontal tutoring' to develop positive relationships and involve tutors in all aspects of monitoring sanctions and rewards. Foster relationships with parents and carers.