

Covid-19 Addendum

Addendum to the Behaviour Policy (updated behaviour guidance relating to the return to school after Covid 19 lockdown school closure). This Addendum was adopted by the BOM on the 12th August 2020.

Aims

1. Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic.
2. We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe.
3. We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

Our approach

At CETSS, we recognise that following rules is a learnt skill which students need to be systematically taught and to revise frequently. To reduce the risk of spreading the coronavirus and keep students and staff safe we are introducing some new rules. These are detailed below. The main aim of these rules is to reduce risk of spreading the coronavirus, but we recognise that things can go wrong when students are learning new habits. Should this happen, staff will consider what risk has been posed, and whether any immediate mitigation needs to take place (e.g. washing of hands), before responding to the problem as an opportunity for further learning (e.g. by reminding and reinforcing the rules or by discussing the risks of that behaviour). Where a student behaves in a deliberately unsafe way (for example, by deliberately coughing or spitting on someone, or by moving into someone else's class bubble), the school will take this very seriously.

Again, the first course of action is to consider whether any immediate mitigation is necessary. The problem will still be approached as an opportunity for further learning but will also prompt urgent discussion with the pupil's parents or carers. If management believe it is necessary, a personal risk reduction plan may be drawn up with the pupil and family. The school continues to have a range of disciplinary powers including exclusion and where it is deemed necessary for the safety of pupils and staff they will be used.

Our commitment to the school community:

- Prior to reopening, staff will be trained in the new safety routines to ensure clear and consistent messages and routines are adopted with all students across the school.
- Staff will provide positive role models for students and display excellent hygiene habits at all times.
- On reopening, all students will be supported to understand and practise the new systems and routines which have been implemented to promote the health and safety of the school community.
- Through class assemblies, SPHE lessons, modelling by staff, visual scaffolds, we will frequently reinforce our expectations.
- Students who may need additional support to develop robust behavioural habits will be identified by class teachers and will be supported to practise and embed our new behavioural norms.
- Helping students to behave well Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines.
- Teachers will explicitly teach the behaviours they want to see and the new routines that will support this.
- Accusations of deliberate or malicious transition (e.g. spitting, coughing, licking) will be thoroughly investigated by a member of the SLT.

- Acts deemed as deliberate or malicious may result in serious consequences inc. immediate fixed term suspensions, parental meetings, or in-school isolation.

Parent/carer commitment to the school community:

- Prior to reopening, parents and carers will communicate messages shared by the school to their students about behaviour and hygiene expectations.
- Parents and carers will model good hygiene and support their students to observe the school’s expectations for excellent respiratory and tactile hygiene.
- Parents and carers will, through modelling the expected behaviours at pick up and drop off, support the school to comply with social distancing measures, not seek ‘walk-up’ or spontaneous meetings at school, and maintain a safe distance between themselves and other members of the school community.

Student commitment to the school community:

- Students will comply with the demand for rigorous respiratory and tactile hygiene outlined in school.

Failure to meet this expectation, will be viewed through the following matrix, sanctions and consequences will mirror the equivalent levels in the core text of the Code of Behaviour.

| Level | Unacceptable Behaviour (examples) | Response and possible consequences | Who | Support and by Whom |
|-------|---|------------------------------------|----------|---------------------|
| 1 | <ul style="list-style-type: none"> • Failure to follow expectations regarding sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands • Failure to follow rules about sharing any equipment or other items including drinking bottles • Failure to follow school instructions on hygiene, such as handwashing and sanitising • Failure to follow instructions on who pupils can socialise with at school, social distancing guidance and class bubbles. | • As above | As above | As above |
| 2 | <ul style="list-style-type: none"> • Persistent or serious Level 1 behaviour. • Failure to follow altered routines for arrival/departure. • Failure to follow ‘track & trace’ seating plans in classrooms. • Failure to follow new ‘moving around the school’ rules as per specific instructions (for example, one-way systems, out of bounds areas, queuing) | • As above | As above | As above |
| 3 | <ul style="list-style-type: none"> • Persistent or serious Level 2 behaviour. | • As above | As above | As above |

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| | <ul style="list-style-type: none"> • Failure to follow AUP guidance for pupils at home regarding conduct in relation to remote education. • Maliciously interfering with school PPE kits, sanitising stations and/or equipment. • Purposefully touching another person or their belongings to include food, drink and equipment. | <ul style="list-style-type: none"> • Removal of IT privileges/licences or access and/or confiscation of device. | | |
| 4 | <ul style="list-style-type: none"> • Persistent or serious Level 3 behaviour. • Purposeful coughing or spitting at or towards any other person | <ul style="list-style-type: none"> • As above | As above | As above |

General guidance on Behaviour Management: Staff will use the usual strategies to manage behaviour, fundamentally with a positive approach. If a student's behaviour is deemed dangerous or puts others at risk, then a member of SLT will be called. If necessary, the member of SLT will contact the parents to discuss. Students may be sent home if it is felt that they pose a risk to students and/or staff.