

MODIFICATION to Behaviour Policy: COVID-19 Addendum

November 2020



Richard Glenny

Ratified by Governors:

24 March 2021



1 Rationale

- 1.1 This addendum is for use from 8th March 2021 when schools reopen fully, and applies until further notice At no time have the 3Rs been more apt: READY, RESPECTFUL, RESPONSIBLE
- 1.2 It is for use alongside the school behaviour policy, anti-bullying policy, safeguarding policy and child protection policy, and it sets out changes and exceptions to our normal behaviour policy. Students, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.
- 1.3 We acknowledge that some students will be returning to school having been exposed (and are possibly still being exposed) to a range of adversity and trauma, which may affect their behaviour. This may especially be the case for students who are vulnerable for a range of reasons, including: being open to Children's Services; Looked After or Previously Looked After; young carers. Given the current national situation we are aware that some students are feeling very anxious and this may be reflected in their attitudes both towards others and towards their learning. These students may struggle to re-engage. Where this is identified, we will put in place pastoral support aimed at re-engaging the student and building confidence around relationships, friendships and returning to face to face learning.
- 1.4 We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

2 Expectations for students in school

2.1 Rules introduced in response to Covid 19

- The vast majority of students will return to school; we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. We spent time at the very beginning of the school year ensuring students were aware of the changes to expectations. We will revisit expectations as students return, using videos and tutor sessions.
- Staff will be familiar with these rules and make sure they are followed consistently, giving students reminders and prompts.
- Parents should also read the rules and ensure that their children follow the new expectations that have been put in place. Parents should contact their child's Head of Year or the school's SENCo, Ms Leyla Bilsborough, if they think their child might struggle to, or not be able to, comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life. In the cases of any students who, due to identified special educational needs or disability, might struggle to comply with the new expectations, key staff will support them by preparing them for the changes and will regularly remind and coach them.

The school's risk assessments, behaviour expectations and safeguarding arrangements have been updated in line with the government guidelines

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90202/schools-coronavirus-covid-19-operational-guidance.pdf)

All students will be expected to follow all normal behaviour expectations and procedures, and, in addition:

At the start of the day students will:

- Maintain a sensible and safe attitude whilst travelling to school, wearing a face covering if using a school bus or public transport.
- Arrive in time for school and immediately and directly make their way to their assigned classroom, following given routes.

During the day students will:

- Ensure careful handwashing/sanitising: on arrival at school; after using toilets; when arriving at lessons; when arriving in a different classroom/teaching area; before and after eating; and at other appropriate times. such as before and after lessons involving food preparation.
- Wait to be invited into the classroom by staff, and take part appropriately in the sanitising process.
- Stand behind desks/tables at the end of the lesson so that staff can dismiss them in a safe and orderly fashion.
- Wear a face covering when inside buildings, including during indoor lessons [unless the teacher judges that appropriate social distancing is possible] and when in crowded/communal areas such as queuing to enter the Nichols Hall to buy food.
- Socialise only with students in their Year Group, including at lunch and break times
- Move around the school following any direction and queuing markers on the ground, floors and walls.
- Maintain social distancing of at least one metre where possible
- Observe the 'catch it, bin it, kill it' approach whenever sneezing, coughing, or blowing nose. Dispose of tissues in bins provided. Avoid touching mouth, nose or eyes with hands. Take extra care not to cough or sneeze towards any other person by accident.
- Immediately inform an adult if they are experiencing symptoms of coronavirus: high temperature; a new, continuous cough; loss or change to the sense of smell or taste
- Arrive fully equipped for learning every day, avoiding sharing equipment or frequently used items such as pencils or pens
- Remain within their allocated teaching area unless either [a] travelling to a timetabled lesson or activity outside of that area, including going to buy lunch, in which case follow the set procedures for queuing/waiting, or [b] asked to by a member of staff.
- Never intentionally touch, cough or spit at or towards any other person

At the end of the day students will:

- Leave the school site promptly, following given routes., unless attending an after school activity.

2.2 Rewards and sanctions

- We will continue to reward students' positive behaviour, using the systems already in place. There will be an added focus on rewarding students showing respectful, responsible and safe behaviour.
- If pupils fail to follow these rules, we will continue to follow the procedures already in place to secure positive behaviour. However, as identified below, we expect all students to show a heightened sense of responsibility for their own behaviour and a respectful attitude towards others, given the risks and challenges currently faced by everyone in the school community. Staff will use the new 'covid breach' category in SIMS so that pastoral staff can identify and follow up with any student whose behaviour is not covid-safe.

- The tables in Appendices 1 and 2 identify examples and categories of unacceptable behaviour, whether onsite or studying remotely, and the range of possible actions the school will take in response.
- Detentions will be 'zone-based' in order to maintain integrity of Year Group bubbles.
- The focus will continue to be on supporting re-engagement with school. Although disciplinary powers remain in place the school will continue to try to avoid using fixed term exclusions. Where there are concerns about Looked After Children the Designated Teacher will work with the Hampshire Virtual School to ensure appropriate support is in place.

2.3 Attendance and uniform

- Expectations for attendance – full attendance becomes mandatory on 8th March according to [Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/531111/schools-coronavirus-covid-19-operational-guidance.pdf) See our CP Policy Addendum and our Attendance Policy Addendum for further details.
- Expectations for uniform –All pupils must wear full, correct uniform to school and follow normal school rules on uniform; see Parents' section on uniform on the school website
- On days when students have timetabled PE lessons they should arrive in school already wearing correct PE kit, and remain in PE kit throughout the day. They must bring correct 'normal' uniform with them; this will be used following PE lessons if PE kit has become wet or too dirty to comfortably wear.
- We acknowledge that some families will be experiencing financial pressures and, for them, securing correct uniform might be difficult; we ask any parents in such a situation to make us aware [by contacting the Head of Year or PSM] so that we can discuss an appropriate, supportive plan.

3 Expectations for students at home

3.1 Remote learning rules / procedures

- The vast majority of students will be in school; there may be, at any given time, a small number of students working remotely from home. All students working remotely are expected to follow all of the rules and procedures set out below:
- Parents should also read the rules and ensure their children follow them. Parents should contact their child's Head of Year or the school's SENCo, Ms Leyla Bilsborough, if they think their child might struggle to, or not be able to, comply with some or all of the rules, procedures or expectations, so we can consider alternative arrangements with them and support them with their learning.
- Whilst working remotely students must:
 - Access Microsoft Teams to attend timetabled lessons
 - Complete work to the deadline set by teachers
 - Seek help if they need it, from teachers or teaching assistants
 - Alert teachers if they are not able to complete work
 - Use proper online conduct, such as using appropriate language; see Appendix 2
- Students accessing any other online tutoring programme, such as the [National Tutoring Programme](#) and Academy 21, are also expected to follow proper online conduct as described above during tutoring sessions.

3.2 Dealing with problems

- If there are any problems with students adhering to rules around remote learning, including not engaging with the remote learning set for them, we will take action as described in Appendix 2

4 Monitoring arrangements

4.1 We will review this policy as guidance from the Department for Education and/or the local authority is updated and, as a minimum, every 4 weeks during term time] by the Senior Leadership Team. At every review, it will be ratified by the Board of Governors.

- First reviewed and ratified by Governors 22.6.20
- Updated and ratified by Governors 16.9.20
- Updated and ratified by Governors 14.10.20
- Updated and ratified by Governors 18.11.20
- Updated and ratified by Governors 20.01.21
- Reviewed, updated and ratified by Governors on 24.03.21

5 Links with other policies

5.1. This policy links to the following policies and procedures:

- Child Protection policy and Addendum
- Safeguarding policy
- Behaviour policy
- Attendance policy and Addendum
- Health and safety policy
- E-safety Policy

MODIFICATION to Behaviour Policy: COVID-19 addendum

APPENDIX 1: STUDENTS ATTENDING SCHOOL

Priestlands School Behaviour Policy - Covid 19 addendum – Students attending school

Category of concern	Detail of concern	Possible action
A	<p>Low level disrespect or inappropriate behaviour, below the expectations of acceptable behaviour at Priestlands during normal day to day operation.</p> <p>This would include: rudeness; disrespect; not following instructions; inappropriate comments; ‘unintentionally’ not following instructions around social distancing or the safe, responsible behaviour expected – given the highly sensitive nature of the current Covid19 pandemic.</p>	<ul style="list-style-type: none"> • Conversation with student; given warning and reminded of acceptable behaviour. • Normal behaviour management strategies such as moving seats and detention • Telephone call / email home • Log on SIMS and use ‘covid breach’ category
B	<p>Repeated incidence of ‘A’ or:</p> <p>A one off use of offensive language [not towards staff] or arguing with staff.</p>	<p>The above, including a HoY review with parent, plus:</p> <ul style="list-style-type: none"> • Removal from teaching space / isolation • Referral to SLT
C	<p>Repeated incidence of ‘B’, continuation of problematic behaviour despite interventions, or:</p> <p>A one off use of offensive language towards staff.</p> <p>Any comment towards staff that could be construed as sexualised</p> <p>Inappropriate comment online about a member of staff.</p> <p>Use of racist, homophobic, discriminatory or bullying language / behaviour [including sexual]</p> <p>Unsafe behaviour; this could include ‘intentionally’ not following instructions around social distancing or the safe, responsible behaviour expected eg either threatening to touch/spit/cough, or actually touching, spitting or coughing towards others.</p>	<p>The above, plus involvement of SLT speaking to parent, plus:</p> <ul style="list-style-type: none"> • Log on CPOMS • Removal from teaching space / isolation • Risk assessment completed and discussed with student, parent and relevant staff before return. Implementation of Risk Assessment Management Plan [RAMP] • Removal of access to school email / online platform if incident involves ICT • Fixed Term Exclusion [particularly if the student in question – or others – are deemed at unacceptable risk if he/she continues attending school.] Review with parents before any possible reintegration, in which case risk assessment completed and discussed with student, parent and relevant staff before return. Implementation of RAMP. • Referral to other agencies as appropriate

MODIFICATION to Behaviour Policy: COVID-19 addendum

APPENDIX 2: STUDENTS STUDYING REMOTELY

Priestlands School Behaviour Policy - Covid 19 addendum – Remote Learners

Category of concern	Detail of concern	Possible action
A	<p>Low level disrespect or inappropriate behaviour below the expectations of acceptable behaviour at Priestlands during normal day to day operation.</p> <p>Such behaviour might take place via Microsoft Teams or SMHW, during live communication [live video lesson or phone/video call] or in response to uploaded school videos.</p> <p>This would include lack of respect, not following instructions, or inappropriate / thoughtless behaviour given the highly sensitive nature of current Covid19 pandemic.</p>	<ul style="list-style-type: none"> • Student given warning and reminded of acceptable behaviour while studying remotely. • If misbehaviour includes showing lack of respect or rudeness during a lesson, student will be removed from live session immediately. Member of staff follows up with line manager [usually HoD / HoY] to agree action and support. • Telephone call / email home • Sanction in school upon return • Log on SIMS and use 'covid breach' category
B	<p>Repeated incidence of 'A' or:</p> <p>A one off use of offensive language [not towards staff]</p> <p>Arguing with staff.</p> <p>Attempt to contact/'friend' staff on social media</p>	<ul style="list-style-type: none"> • The above, including a HoY review with parent, plus • Temporary removal of access to school email / online platform
C	<p>Repeated incidence of 'B' or:</p> <p>A one off use of offensive language towards staff.</p> <p>Inappropriate comment online about a member of staff.</p> <p>Use of racist, homophobic, discriminatory or bullying language / behaviour [including sexual]</p>	<p>The above, plus involvement of SLT:</p> <ul style="list-style-type: none"> • Longer removal of access to school email / online platform • Risk assessment completed and discussed with student, parent and relevant staff before online access permitted. Implementation of Risk Assessment Management Plan [RAMP] • Referral to other agencies as appropriate • Log on CPOMS • Fixed Term Exclusion [particularly if the student in question – or others – are deemed at unacceptable risk if he/she continues to attend or begins attending school.] Review with parents before any possible reintegration, in which case risk assessment completed and discussed with

		student, parent and relevant staff before return. Implementation of RAMP.
D	Continuation of problematic behaviour despite interventions. Any comment towards staff that could be construed as sexualised	Involvement of SLT speaking to parent, plus: <ul style="list-style-type: none"> • Lengthy removal of access to school email / online platform. Review with parents Risk assessment completed and discussed with student, parent and relevant staff before online access permitted. Implementation of Risk Assessment Management Plan [RAMP] • Fixed Term Exclusion • Paper copies of work sent home • Referral to other agencies as appropriate
E	Not engaging with learning and/or failing to complete work adequately	<ul style="list-style-type: none"> • Communication with student and parent by subject and or pastoral staff to establish reasons. • Support offered. • If no improvement and support is not embraced, sanctions in school upon return