**Astrea Positive Behaviour Policy 2019 – 2020**

**Annex – COVID -19 Additional Information for behaviour policy**

**Updated 27/05/2020**

**School Name: Lower Meadow Primary Academy**

**Date: 27/05/2020**

**Date shared with staff: 28/05/2020**

**1.Context**

This document provides information, guidance and clarity over the management of behaviour in schools during these unprecedented times. This annex will be active from 01/06/2020 and will be reviewed by Lower Meadow Academy on an ongoing basis. The information contained within this Annex supersedes any conflicting information that exists in the current behaviour policy until the point where the Academy, in conjunction with the Trust, choose to revert to the original policy.

This annex contains further details of our arrangements for pupil behaviour with revised procedures from the government, in the following areas:

1. Context and key contacts
2. Behaviour
3. Sanctions and rewards
4. Reasonable adjustments
5. Use of reasonable force/Positive Handling Plans
6. Exclusions
7. Support from Astrea

**Key Contacts**

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| --- | --- | --- | --- |
| Role | Name | Contact number | Email |
| Behaviour Lead Principal | Sara Bamford  Michelle Cockayne | 0114 237 7529 | Sara.bamford@astrealowermeadow.org |
| Michelle.cockayne@astrealowermeadow.org |
| Specialist Leader of Behaviour and SEND | Naomi Reed | 07552995410 | naomi.reed@astreaacademytrust.org |
| Deputy Director of Education and Inclusion | Matthew Wright | 07741146731 | Astrea.mat.wright@astreaacademytrust.org |
| Executive Director of Education, Inclusion and Safeguarding | Nicola Crossley | 07393237674 | nicola.crossley@astreaacademytrust.org |
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**2. Behaviour**

On arrival to the academy pupils will be briefed on specific expectations regarding behaviour. These revisions are in line with government guidance that reflect the new protective measures that have been introduced. These new rules and routines have been introduced to ensure safety for all.

**Rules and Expectations**

As always, we expect pupils to follow reasonable instructions from staff in school. This is particularly important at this time as not doing could compromise the safety of them and others. Therefore, in addition to the current behaviour policy expectations the following rules will apply:

* **Observe social distancing.** Pupils are always expected to try to maintain a distance of two metres apart. Exceptions to this include young children and children with special educational needs who may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines - please refer to section 3 that addresses reasonable adjustments.
* **Observe good personal hygiene.** Pupils must wash hands thoroughly more often than usual as instructed by a member of staff. Pupils must also ensure that they manage their respiratory hygiene effectively. This includes sneezing and coughing, and pupils must ‘catch it, bin it and kill it’. Spitting is not allowed on the Academy grounds and will be sanctioned more seriously than it ordinarily would.
* **Pupils must only interact with others in their learning group.** Pupils must remain in their learning group and must not mix with others whilst in the Academy. This includes zones set out at play and lunch times.
* **One way systems around the school building.** Pupils will be expected to follow guidelines and markings (with adult direction) to move around the school building. For example, a one-way circulation, or divider down the middle of a corridor to keep groups apart as they move through the school.

It is important that school consider how to encourage young pupils to learn and practice the new routines and habits through songs and repetition of activities.

We are aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. Government guidance on mental health and behaviour in schools is available here <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

This document sets out how mental health issues can bring about changes in a young person’s behaviour or emotional state and how this can be reflected within the approach to behaviour set out in the government guidance <https://www.gov.uk/government/publications/behaviour-in-schools>

**3. Sanctions and Rewards**

**Rewards**

Any rewards will be delivered within the “bubble”

Each “bubble” will create its own rules together and these will be displayed in the classroom and regularly referred to.

Rewards will be given to children adhering to rules and routines including handwashing, respiratory hygiene, social distancing and the bubble’s rules. Children can also earn rewards for other reasons such as random acts of kindness and completing work. The nature of the rewards will be agreed within each “bubble”, taking the views of the children into account, but may include:

* Dojo points
* Stickers
* certificates
* “creative” afrternoons
* Post cards home to parent/carers
* Verbal Praise
* “Star of the Bubble”

**Sanctions**

Following government guidelines and to prioritise the safety of the children and staff, movement of children around the school is being strictly planned. Contact with staff members outside of the groups is also restricted.

Rules and routines will be taught to children and supported with visuals. This will form part of the curriculum. Extra resources e.g. social stories can be made available to children who need extra support in this area.

A time out area will be designated and used within the classroom. Children will be directed to this by the Teacher or TA within the group. Use of this will be recorded. Children who are regularly receiving time outs will be discussed by staff and SLT and parents will be notified.

**6. Sanctions**

Lower Meadow Primary Academy will continue to adopt a least to most intrusive approach (LMI) which characterises a hierarchy of interventions to manage behaviour which falls below what is expected.

**Step 1** Least to Most Intrusive Approach

1. Tactically ignore any inappropriate behaviour
2. Non-verbal messages
3. Indirect reminders
4. Direct questions/comments
5. Conditional direction/re-direction
6. Simple choice
7. Distraction, diversion
8. Emotional regulation activities
9. Sensory breaks (within the classroom)
10. Circle time to unpick issues as a group
11. Reference to the bubble’s rules

In the event that a child is to be removed from the bubble (for the safety of the children and adults within the bubble) the child will remain 1-1 with a member of SLT where possible (following social distancing guidelines). Parents to be called by SLT to discuss the child’s place at school. This should be recorded on A Serious Incident form must be completed by the teacher/TA in the bubble.

**Logging behaviour incidents**

All behaviour incidents are to continue to be logged with CPOMS. Every member of staff across school has an obligation to report any concerns which they may have.

As a school, we will continue to follow the flow chart as set out in the behaviour policy, step by step. For a serious incident, decided by SLT, children may start their consequence on a later step. This may include (although this is not an exhaustive list):

* If a child attempts to leave their group or enter another group (despite support, and reminders from the adults within the bubble) they will be given one verbal warning. If they attempt this again following the verbal warning, a member of SLT will contact parent/carers to collect the child and discuss their place at school.
* If a child persistently refuses to follow instructions or puts the safety of their group or others at risk by refusing to comply with the routines in place for safety a member of SLT will contact parent/carers to collect their child and discuss their place at school.
* Spitting will not be allowed on the school site and this may lead to an exclusion being given for the safety of the children and staff.

**Exclusions**

Pupils who are unable to adhere to the rules and expectations, and in doing so compromise the safety and wellbeing of themselves and others could be subject to an exclusion, and persistent breaches may result in a permanent exclusion.

**4. Reasonable adjustments**

* Reminders from teachers and visuals will be used on the perimeter and inside of school to make all routines very clear e.g. markers on the floor for distance, hand washing prompts, alternative ways to hug etc.
* Social stories for return to school will be available to children if needed.
* “Bubbles” will be grouped according to year groups where possible and with staff who know the needs of the children.
* Each group will be led by the minimum a Teacher and a Teaching Assistant. Time will be given where needed to talk about issues which may arise.
* The curriculum will be adjusted with a focus on Mental Health and time to talk/discuss issues that arise will be built into the day.
* All children will be taught (in an age appropriate way) about hygiene and the new routines. Social stories or further resources will be provided for SEND children who need this extra input. Parents have also been asked to support school in teaching children these basic routines.
* Outdoor learning/time in the outdoor space will be provided throughout the day when possible (in addition to play and lunch times).
* A safe space will be made available in each classroom/learning space so that children can access time out when needed. Staff will acknowledge that “space” needs to be built into the curriculum to allow some children time to process what has happened.
* If outside agency advice or support is needed for a pupil with SEND, this will be pursued via the SENCO or the DSL. This includes the Educational Psychologist, MAST, Learning Support and Speech and Language
* SLT/DSL will be on site to support the steps in the behaviour policy but to also run 1-1 interventions (adhering to social distancing guidelines) for children who need extra support. This may include bereavement, social story work, mindfulness activities or emotional regulation strategies.

**5. Positive Handling Plans/Use of reasonable force**

Pupils with a current Positive Handling Plan will require a risk assessment to identify what mitigations need to be put in place on return to school (e.g. staffing, location, resourcing). In some circumstances, staff may need to increase their level of self-protection (e.g. if the pupil is known to spit or bite when dysregulated) in-line with the protective measures guidance.

Pupils whose behaviour presents a danger to others can be refused provision. Principals should consider alternatives to this refusal in the same way that they would normally seek to avoid a formal exclusion.

**Movement around school**

When in school, children should walk on sensibly and in an orderly manner around the buildings at all times, following the 2m distancing guidelines and visuals. Children are expected to keep their hands to themselves by clasping them in front of their bodies.

When collecting coats and bags from the corridors, children should go individually and the class teacher should stand at the classroom door so they can see the children at all times.

Children are not permitted to run anywhere inside the school building.

**After School Clubs, Educational Visits, Residential Trips and Assemblies will not take place at this time.**

**6. Exclusions**

An annex to the Astrea Exclusions Policy is circulated separately.

**7. Support from Astrea Academy Trust**

Astrea central team will continue to provide updates, support and guidance to colleagues as appropriate.