



COVID-19 Addendum for the Behaviour Policy of Our Lady & St Bede Catholic Academy

Date: 9 July 2020

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Version 3

Context

This policy has been written with reference to DfE guidance on the safe reopening of schools following the period of school closures due to coronavirus.

From 20th March 2020 parents/carers were asked to keep their children at home, wherever possible. Schools and childcare providers were asked to remain open only to a limited number of children - children who are vulnerable, and children whose parents/carers are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum to the **Our Lady & St Bede Catholic Academy Behaviour Policy** contains details of our amended behaviour policy. Please note the measures stipulated below are made to support both students and staff in upholding the standards and expectations of the academy and this addendum must be read in conjunction with the school behaviour policy. This policy is under regular review and measures may be reasonably altered at the discretion of the Headteacher at any time.

This additional policy will be carefully explained to the students during school time. Any child putting others at risk will be sent home immediately. This includes consistent refusal to follow social distancing measures and other anti-social behaviour such as spitting - this has never had more severe potential consequences than it does at the current time.

All measures, wherever possible, will seek to follow advice and guidance published by government, making the health and safety of our staff and students our main priority.

Effective Social Distancing

During the current COVID-19 pandemic government guidelines indicate that all teachers and students should be spaced apart as much as possible, and at all times. As a result, the school has applied some additional sections to its behaviour policy. Staff must ensure that they deal with and report any breach of this behaviour policy.

Students failing to follow the behaviour policy, along with this addendum policy, will be sent home.

Uniform

- We expect all pupils to follow the normal school uniform policy, which includes no jewellery or trainers.
- Clothes must be washed daily.

Routines for Arrival and Departure

- Students **must arrive to school and leave school to go home at the designated time, using the designated entrance/exit route.** Late arrivals, without prior notification to the school office, will not be permitted to enter the site until it is clear of other arrivals.
- Students should speak to a member of staff if their parent or carer normally collects them at a non-designated time.
- Students must not wait around for friends upon entering or leaving the school site, nor should they congregate in any area in school. It is vital students adhere to social distancing rules and use the markers to help them.
- Students must not use any entrance other than their designated entry point. Doing so will incur a warning. Repeat incidents will incur a consequence in line with this policy.
- Students must not bring bicycles or scooters onto the school site as the bike shed will be out of bounds.

Hygiene, Handwashing and Sanitising

- Students will be invited into the school building. Upon entering they should use the hand gel provided at the entrance. They will then be directed to proceed to the designated toilet to wash their hands with soap and water for at least 20 seconds.
- Students must wash their hands when moving between locations on the school site e.g. before and after break.
- They should ensure regular hand washing throughout the day and use the hand gels provided in each classroom and in key locations around school.
- Students must wash their hands after using the toilet and before eating.
- Students must also wash their hands before leaving the school site.
- Failure to comply with a request to wash hands will incur a consequence in line with this policy.

Socialising in School

- Social distancing must be observed at all times during the day, this includes during lessons, movement between lessons and during social time (break and lunchtime).
- There must be no physical contact of any type at any time. This includes horseplay, hugging, handshakes, etc.
- At all times students and staff should try to remain at least two metres apart.
- When moving around school students must not wait for other students, move in groups, or be in close proximity with one another.

- Pupils must ensure they observe the social distancing guidelines within their classrooms and during social time at breaks and lunchtime.
- Break and lunchtimes will be staggered and pupils must stick to the “bubble” zone areas and the time allocated to them.
- Pupils must not congregate in groups on the yard or anywhere around school.
- Students must not gather or congregate outside of school.
- Spitting is forbidden and students found doing so will receive severe consequences due to the high-risk factor attached to such an inconsiderate action.
- Pupils and staff should ensure that the ‘catch it, bin it, kill it’ rules are adhered to when coughing or sneezing, and avoid touching their mouths, noses, and eyes.

Movement Around School

- There is a one-way system in place for each year group zone, which must be followed at all times.
- Pupils must maintain a safe distance from others between and during lessons.
- At break and lunch times, pupils should remain in their designated zoned areas and maintain a safe distance from others. Pupils must not enter other year group’s zones.
- Pupils should not share belongings (food, stationery, books, etc) with others and should not handle other people’s belongings.
- Pupils must use the toilets designated to their year group zone. Pupils should only enter the toilets if there is a free cubicle. On exiting the toilet, pupils should wash hands thoroughly.

Toilets

- Pupils are required to only use the toilets designated to their year group zone, only entering the toilets if there is a free cubicle. On exiting the toilet, pupils should wash hands thoroughly.
- Pupils will not be able to access toilets during lesson times.
- Pupils must visit the toilet one after the other.
- Whilst waiting for the toilet, pupils must ensure they observe social distancing.

Lesson time:

Teacher Responsibilities

We expect teachers to:

- Have high expectations of their pupils and be dedicated to inspire and encourage those that they teach to reach their full potential.
- Identify the most effective pedagogy to teach their subject.
- Keep up-to-date with subject knowledge – aim to know and teach “what is the best of what is known and thought” in their subject.
- Sequence and plan learning progressively – sharing subject knowledge, planning and pedagogy with departmental colleagues.

- Monitor learning and progress, and provide meaningful, motivating and regular feedback.
- Create an optimal classroom climate for learning of trust, fairness and positivity
- Be the gateway to success; have an open mindset and belief that all pupils can reach the success criteria.
- Be role models of the virtues and model the behaviour that is expected from pupils.
- Set clear expectations for pupil behaviour and exercise good classroom control.
- Be consistent in applying school policies.
- Be organised and prepared for their lessons.
- Be on time to lessons.
- Demonstrate their commitment to life-long learning by participating in CPD.
- The teacher/pupil relationship is critical to engagement, learning and therefore progress. Pupils make more progress when the relationship is built on trust and loyalty.

We Expect Pupils To:

- Take responsibility for their own learning and strive to become confident, independent, life-long learners.
- Develop resilience and learn from their mistakes when things do not go as planned.
- Contribute to activities and learning in lessons. They need to engage in all activities.
- Approach their learning with enthusiasm and a positive attitude.
- Focus on learning activities in lessons and be prepared to apply effort, completing work to the best of their ability.
- Be organised and come to lessons, on time, with the correct equipment for their learning activities.
- Behave in a way that allows themselves and others to learn. This includes listening when others are speaking and supporting others when they are working in groups.
- Meet deadlines and hand work in on time. When this is not possible, they should communicate this to their teacher and be prepared to negotiate a deadline which is mutually acceptable.
- Be polite and respectful of others.

In addition:

- To enable social distancing for staff, pupils must only enter the classroom once prompted to allow social distancing between pupils and staff.
- Pupils are to ensure they sit and remain at desks allocated by the class teacher. These will be arranged to ensure social distancing and facing the front of the classroom. The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan.
- Pupils must remain in their seats throughout the lesson, unless they are asked to move by a member of staff.
- Pupils should not move tables or chairs and should not leave their seat without speaking to the teacher.
- At all times, pupils must always follow the directions given from adults that relate to social distancing within their year group zones. Failure to comply with

directions will result in a warning. Further incidences will incur a consequence in line with this policy.

- Pupils must not share equipment/personal items with other pupils or ask staff to loan equipment.
- At the end of the lesson pupils must leave the classroom when directed to by the class teacher to ensure social distancing is maintained.
- Pupils must tell an adult if they feel that they are suffering from a high temperature, a new continuous cough, or loss or change to their sense of smell or taste.
- Appendices A give concise and clear guidance around pupil conduct and the addendum to the Pupil Code of Conduct.
- Appendix B shows a clear outline of the school consequence procedure.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy. Should a pupil fail to comply with expectations and place themselves or others at risk then they may receive a fixed-term exclusion. As part of a planned return to school following an exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

Systems and Procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

Sanctions are more likely to promote positive behaviour if the pupils see them as fair. Staff should therefore be clear that they:

- are dealing with the behaviour and not stigmatising the pupils
- impose sanctions fairly and consistently
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour
- attempt to link the concept of sanctions to the concept of choice, so that the pupils see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guilty
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The Academy will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the pupils' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- Verbal warning
- Withdrawal from classroom

- Cooling off period
- Behaviour/punctuality/monitoring reports
- Multi-agency assessments
- Withdrawal of access to the academy IT system (e.g. if the pupil misuses it)
- Additional monitoring/reporting
- Additional work
- Meetings with parents
- Confiscation of property:

The Academy reserves its right to confiscate, retain or dispose of a pupil's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the Academy's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search, without consent, for prohibited items including (but not limited to):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property
- Any item banned by Academy rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks, etc.
- Mobile phones or electronic devices

Records of confiscated items will be kept and items will be stored safely and returned to the pupil and/or parent as appropriate – normally at the end of the academy day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items.

- A variety of forms of detention, e.g. break/after school, following communication with parents via a same-day message by means of the MyEd app, where this will not compromise a pupil's safety. It should be noted that parental consent is not required for detention.
- Catch-up sessions (break and/or after school)
- Withholding participation in a school event/trip/sporting activity
- Withdrawal of break or lunchtime privileges
- Carrying out a community/useful task in the Academy
- Internal exclusion/isolation:
In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a pupil is on internal exclusion, it will be for a limited period only (as defined by the Academy) and appropriate work will be set. The Academy will ensure that pupils are kept in isolation no longer than is necessary and that

their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.

- A fixed period exclusion (note: pupils excluded from the Academy for more than 5 days will receive full-time education elsewhere from the sixth day)
- Permanent exclusion – see also DfE and Local Authority guidance. Permanent exclusions will be considered for:
 - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling
 - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
 - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer-on-peer
 - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
 - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
 - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
 - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
 - Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
 - Carrying an offensive weapon
 - Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
 - One-off serious incidents not covered by the categories above.

Interventions:

Interventions and support strategies have an important role to play in getting a pupil back on track. The Academy will, therefore, draw from a range of interventions and strategies including:

- Restorative approaches
- Named member of staff as point of contact
- Local Authority graduated responses (e.g. reduced/personalised timetable)
- Pope Francis referral via Head of Year
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One-to-one mentoring sessions (e.g. with well-being co-ordinator)
- Multi-agency working (e.g. Early Help)
- Engaging with parents

Recording:

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see Appendices C and D.

Procedures for Dealing With Misbehaviour:

Sanctions must only be made by a member of staff who has been authorised by the Headteacher. In the first instance, misbehaviour should be dealt with by the teacher on the spot, following the C1-C4 procedure outlined in Appendix B

Classroom Management:

Teachers should maintain high standards at all times and should impose sanctions when pupils fail to adhere to these standards. When a pupil fails to meet the standards set out in academy/departmental policies, the member of staff should inform the Curriculum Leader outlining the problem and action taken by them. Curriculum Leaders must accept responsibility for classroom standards in their departments and must monitor the classroom management of staff in their department. They should impose sanctions on referred pupils and liaise with the Head of Year/Climate for Learning Lead/Assistant Headteacher (Welfare/Pastoral) to ensure that behaviour monitoring and records are kept up to date.

Behaviour management will be a regular feature of teacher training, especially for new, inexperienced or struggling staff.

Year Group Zone Support Room

Any infringement of the Pupil Code of Conduct which requires a C4 intervention will result in the child being removed to the "Year Group Support Room" for a period of reflection. Parents /carers will be informed if their child is referred to the support room.

This will be followed up with sanctions set by the Assistant Headteacher (Welfare/Inclusion); Climate for Learning Lead; or Heads of Year.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy.

Should a pupil fail to comply with expectations within the support room, additional sanctions will be added or in extreme cases they may receive a fixed-term exclusion. As part of a planned return to school following an exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

Incidents Involving Technology (e.g., Mobile Phones/Chat Rooms/Internet Sites):

Mobile phones must not be used on the school site. Before entering school, mobile phones must be switched off and placed inside the left-hand blazer zipped pocket. Any pupil found to be using a mobile phone on the school site will have the item confiscated and placed into the school safe. This can then be collected by a parent/carer Monday-Thursday 4.00pm-5.00pm and Friday 4.00pm – 4.30pm

The use of defamatory or intimidating messages/images inside or outside of the Academy will not be tolerated. Disciplinary sanctions will be applied to any perpetrators.

Use of Reasonable Force (See Also MAT Policy)

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

Physical Restraint:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil, or prevent them taking the necessary action to prevent a pupil causing harm.

The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period. A risk assessment will be undertaken for pupils who, based on evidence available prior to closure of schools, required physical intervention. This will allow the school to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated in school.

Following a risk assessment, the school may decide that pupils who are a high risk should continue with home learning. Should it be deemed reasonable, proportionate, and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:

- be able to change clothing immediately after the incident
- take a shower immediately, at home if necessary.

Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child. Following a risk assessment and a discussion with the pupil and parents/carers, the student should return to school unless it is deemed unsafe to do so. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged. Serious incidents involving the use of force will be recorded and reported to parents/carers.

Investigations

The Academy will co-operate fully with external agencies such as the police/social services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see Appendices 2 and 3 in the school's behaviour policy used under normal circumstances.

Managed Move or Alternative Provision

A managed move or a placement in alternative provision will still be considered by the school if the pupil is at risk of exclusion. A managed move is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. A risk assessment will be completed before any managed move or alternative provision placement is made with a specific focus upon COVID-19 infection control. A managed move or an alternative provision placement must only be initiated if it is safe to do so.

Review and adaptation

Senior leaders will keep the arrangements detailed in this addendum under review.

- Risk assessments for individual pupils will be monitored by relevant pastoral staff.
- Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils.
- A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.

Appendix A



COVID-19 Addendum Code of Conduct

The Following Code of Conduct is to be shared with all pupils and staff at the start of the academic year. To reinforce expectations and measures designed to keep everyone safe, pupils will receive weekly reminders during form time.

The Pupil Code of Conduct remains in place and serves as the bedrock for all pupils to take responsibility for their own behaviour in line with the school's values and expectations.

The following aspects supplement those values and expectations within the Pupil Code of Conduct:

- Arrive to school and leave to go home at the designated time using the designated entrance/exit route.
- Do not wait around for friends and do not congregate. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- Wash hands (or use sanitiser) upon entering and leaving school and after each session within the day.
- Wash hands regularly with soap and water during the day.
- There must be no physical contact of any type at any time. This includes horseplay, hugging, handshakes etc.
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at, or towards, any other person.
- The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil.
- Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Remain within classrooms during lessons, unless directed otherwise by a member of staff.
- Maintain a safe distance from others between and during lessons.
- At break and lunch times, remain in the designated year group zoned areas and maintain a safe distance from others.
- Do not share belongings (food, stationery, books, etc.) with others and do not handle other people's belongings.
- Use the toilet designated to your year group zone.
- Only enter the toilets if there is a free cubicle.
- On exiting the toilet, wash hands thoroughly.
- In computer rooms, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher.
- You must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough, or loss or change to your sense of smell or taste.

Appendix B



COVID-19 Addendum for C1-C4

C1

- A C1 is a quiet word which acts as a verbal warning
- Reaffirm expectations and inform the pupil that further failure to follow instructions will result in a C2 detention.

C2

- Issued if a pupil has not responded to the C1 intervention.
- The class teacher uses ClassCharts to set an appropriate detention, identifying the reason(s), recording the detention in pupil's planner and discussing issue with the pupil.
- Break detentions can be set, where a pupil will attend a year group zone detention.
- It is the responsibility of the class teacher to provide clearly labelled work for that detention and collect the work after the detention. There will be a folder kept on the teacher's desk of each year group detention room.
- HoD to monitor C2 data and support staff, liaising with HoY around individual pupils.

C3

- Issued if a pupil does not respond despite the C2 intervention.
- Ask the pupil to step outside for a maximum for 1-2 minutes for a "cooling off" period.
- Once outside the classroom, the teacher maintains a 2 metre distance and must reinforce expectations.
- Upon returning to the classroom if the pupil continues to not meet expectations then the class teacher presses the C3 button on ClassCharts, which will notify the on-call team.
- A member of the on-call team will collect the pupil and place them in isolation within the year group zone.
- The class teacher uses ClassCharts to record this, setting a 1 hour after school detention, identifying the reason(s), recording the detention in the pupil's planner and discussing the issue with the pupil, with support from the lead.
- The class teacher should also discuss the incident with their HoD.
- It is the responsibility of the class teacher to provide clearly labelled work for the after school detention and to collect the work afterwards. There will be a folder kept on the teacher's desk of each year group detention room to place the work ahead of the detention.

C4

- Used on those rare occasions when a pupil's behaviour is so extreme that they cannot continue to be in the lesson.
- ClassCharts C4 button will notify the on-call team, who will support removal of the pupil(s).
- A member of the on-call team will collect the pupil and place them in isolation within the year group zone.
- A structured on-call rota to support the above strategy will be located on SITES, and a copy taped to all teacher desks.
- The consequences that can be attached to a C4 are extremely serious and can even sometimes result in an exclusion from school.



Appendix C – ClassCharts

Reason
Teaching and learning/ code of Conduct issues <i>including</i> <ul style="list-style-type: none">• Verbal warning (C1)• C2, C3 and C4• Homework• Truancy from lesson/school• Standard of work
Uniform <i>including</i> <ul style="list-style-type: none">• No tie• Haircut/style• Skirt length• Equipment• Shoes/trainers• PE kit• Trouser style
Damage <i>including</i> <ul style="list-style-type: none">• To school or personal property belonging to any member of school community• Vandalism• Arson• Graffiti
Theft <i>including</i> <ul style="list-style-type: none">• Stealing school property• Stealing personal property (pupil or adult)• Stealing from local shops on a school outing• Selling and dealing in stolen property
Persistent disruptive behaviour <i>including</i> <ul style="list-style-type: none">• Challenging behaviour• Disobedience/defiance• Persistent violation of school rules• Repeated truancy

Appendix D - CPOMs

Reason	
Physical assault against pupil <i>including</i>	
<ul style="list-style-type: none"> • Fighting • Violent behaviour 	<ul style="list-style-type: none"> • Wounding • Obstruction and jostling
Physical assault against an adult <i>including</i>	
<ul style="list-style-type: none"> • Violent behaviour • Wounding • Obstruction and jostling 	
Verbal abuse/threatening behaviour against a pupil <i>including</i>	
<ul style="list-style-type: none"> • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon 	
Verbal abuse/threatening behaviour against an adult <i>including</i>	
<ul style="list-style-type: none"> • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon 	
Bullying <i>including</i>	
<ul style="list-style-type: none"> • Verbal • Physical • Cyber/Online bullying 	<ul style="list-style-type: none"> • Homophobic bullying • Racist bullying • Peer on Peer bullying

Racist abuse *including*

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct *including*

- Sexual abuse
- Sexual assault
- Sexual harassment

Drug and alcohol related *including*

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing

Other - this category should be used sparingly

- Serious incidents which are not covered by the categories above