

Addendum to the Behaviour Policy during Covid-19

The Department for Education have published updated guidance for preparing for the wider opening of schools.

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>

This addendum to the behaviour policy has been produced following guidance from government guidelines for use during the COVID-19 partial school closure. These changes are essential to protect everyone's safety and will be amended as required.

Refusal to follow social distancing and other associated health and safety measures will be considered as a breach of the behaviour policy.

Student code of Conduct

All students will be expected to:

- Be respectful, responsible and courteous at all times
- Arrive at the school premises at the agreed time and should maintain a 2 metre distance from other student and adults
- Maintain a 2 metre distance from other students and adults at all times of the day, including break times
- Clean hands more often than usual. Wash hands thoroughly for 20 seconds with running water and soap and ensure they are dried thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Show good respiratory hygiene, *'catch it, bin it, kill it, wash hands'* approach and avoid touching their face
- Move around school in a calm manner and as directed by staff
- Remain in allocated bubbles
- Adhere to rules in relation to use of bathrooms and break times
- Be responsible for their own equipment including water bottles, these should not be shared with any other student
- Leave the school premises at the agreed time and should maintain a 2 metre distance from other students and adults on the way home
- Students must tell a member of staff if they feel unwell or display any COVID-19 symptoms.

Any student in breach of the school rules, including additional rules set out above, may be sanctioned using the full range of consequences set out in the behaviour policy.

If the health and safety of other students and staff are put at risk by students behaviour* then the parent/carer may be asked to collect the student and a fixed term exclusion may be applied.

Wilful and repeated transgression of protective measures to protect public health will lead to a fixed term exclusion

***Behaviours such as:**

(These examples are for guidance and do not cover every eventuality that could occur)

- Failure to adhere to instructions regarding handwashing

- Failure to follow hygiene procedures when sneezing and/or coughing
- Failure to follow social distancing regulations at all times of the day
- Failure to adhere to instructions on how to move around the school site
- Inappropriate comments about Covid-19
- Deliberate behaviours that put themselves or others at risk, such as deliberately coughing or spitting towards/at people or other people's belongings.



BLUE COAT CONSEQUENCE SYSTEM

Covid-19 Quick Guide

C1	Verbal warning by the Staff member		*Not recorded on CC
C2	Final verbal warning narrating the consequences		Zero points Record in detail on CC
C3	<p>C3 behaviour & Optional Active support</p> <p>Staff member scripted email or phone call home (<i>check sims to check quick note about contact first</i>)</p>	<p>W3</p> <p>Whole school behaviour</p>	<p>W3 behaviour & Optional Active support</p> <p>Tutor/pastoral Staff member scripted email or phone call home (<i>check sims to check quick note about contact first</i>)</p> <p>Three points Record in detail on CC</p>
C4 RJ Essential after school in the hall	<p>Department withdrawal/on call</p> <p>Department detention Monday – Thursday 30 minute Hall</p>	<p>W4</p> <p>Whole school behaviour</p>	<p>House Detention Monday – Thursday 30 minute Hall</p> <p>Four points Record in detail on CC</p>
	<p>Appropriate sanction</p> <p>Sanction subject to investigation and could range from 30 minutes to an exclusion</p> <p>Staff member will be involved in this process</p> <p>RJ ESSENTIAL</p>		

Only record the highest tariff behaviour from the lesson

Late Gate DT – 10 minutes in the hall after school – set centrally

Aims:

To promote a positive teaching and learning environment to inspire students to flourish and achieve to their highest level.

To promote a constructive partnership with parents and carers in supporting positive behaviours.

To promote self-worth, self-esteem, self-discipline and self-motivation.

To help prepare students to become independent adults with respect and responsibility for their communities.

To value and promote good quality relationships.

To promote honesty and the acceptance of error.

To promote forgiveness as a Christian virtue.

To seek to develop care and concern for one another.

To ensure a safe working and learning environment for staff and students.

Support

CPD: Walkthru's on behaviour and relationships, microscripts, models of parental conversations, one to one.

Staff tool kit for each stage of the consequence process

Building positive professional relationships and continuing to build on those relationships with students is key, however consequences sometimes need to be used to reinforce our high expectations. Below are some suggested strategies, linked to the Walkthru's to support.

C1 Staff member warning

Staff member: Use the **Walkthru** techniques. Pay first attention to the positives. Clearly reiterate to students your high expectations and tell them what you need them to do. Be assertive, calm, but warm. Use non-verbal cues. Redirect, correct and challenge. Assume compliance. Give time to follow instructions.

C2 Staff member final warning

Staff member: narrate the consequences (use the micro scripts), 30 second intervention. Use 'broken record, fogging, the AND rule', appearance of choice.

Staff member: add in detail to Class charts.

C3 Staff member contact home with option for 'active support'

Aim : to minimise disruption to learning and support the staff member and student to maintain a positive learning environment.

Outcome: child remains in the learning environment and is ready to learn again.

Staff member: C3 behaviour may be issued without the need for 'active support' –you're your professional judgement e.g. persistent homework issue, uniform issue, equipment issue would not generally require 'active support'.

Staff member C3 Active support: 'Active support' is to be used to support the staff member and to help the student take responsibility for their behaviours (e.g. continued disruption). In this case email 'active support' giving your location and the name of the student.

Staff member: use the 'C3 or active support' button on class charts to record the behaviour and intervention in as much detail as possible to this button.

Staff member: email/call home (contact information on SIMS – see quick guide to access details) to discuss behaviour shown in class with the parent carer. Reiterate your high expectations and shared goal of learning and the child's future.

Staff member: use micro scripts for support to keep the email/conversation concise.

HOD: use C3 report to analyse C3 incidents.

HOH: use C3/W3 reports to analyse behaviour across the school and subjects. If multiple issues speak to teachers, support staff, HOD's, child, parents and put intervention in place where required.

W3 Tutor/pastoral contact home with option for 'active support'

Staff member: to add in detail to Class charts.

Staff member: to narrate the consequences to the student.

Tutor/pastoral: email/call home (contact information on SIMS) to discuss behaviour shown in class with the parent carer. Reiterate your high expectations and shared goal of learning and the child's future. Use micro-scripts to support if required.

C4 behaviour on call - Department withdrawal

Sanction subject to investigation and could range from 30 minutes to a Fixed Term Exclusion. The initial staff member will be involved in this process and notified of the final outcome. Centralised setting of DTs to comply with COVID regulations regarding zones, bubbles and capacity.

Staff member: to narrate that there will be a consequence for their behaviour.

Staff member: email 'on call' giving your location, the name of the student and the reason for the 'on call'.

Staff member: use the 'on call' button on Class charts add as much detail as possible.

Student: removed from lesson to department withdrawal room OR the Huts dependent upon the incident.

Staff member: to discuss behaviour with HOD and seek support. Staff member will be informed of the nature and date of the sanction.

Staff member /HOD: to call home to discuss with parent.

Staff member: to meet the student at the after-school centralised detention for an RJ conversation to restore relationships and to address any missing work that needs to be completed.

HOD/SLT: debrief with student/ staff member to prevent a reoccurrence of the same behaviour.

HOD: If a student fails to attend consider any mitigating circumstances that would warrant resetting the DT e.g. sickness

KGR/DDH/CMI: to escalate to SLT DT.

C4/serious behaviour 'on call' - leads to child being removed from class to allocated withdrawal room

Sanction subject to investigation and could range from 30 minutes to a Fixed Term Exclusion. The initial staff member will be involved in this process and notified of the final outcome. Centralised setting of DTs to comply with COVID regulations regarding zones, bubbles and capacity.

Staff member: email 'on call' giving your location and the name of the student.

Staff member: Use the 'on call' button on class charts add as much detail as possible to this button.

On call member: will come to the room as soon as possible.

Staff member: use 'on call' to report students missing from lesson.

Admin: to log all on calls on the centralised spreadsheet.

Admin: to notify KRO and the house team/ DDH/CMI if a student is 'on called' as missing from lesson.

HOH/DDH: to monitor 'on calls' each day and sanction as appropriate.

W4 behaviour

Sanction subject to investigation and could range from 30 minutes to a Fixed Term Exclusion. The initial staff member will be involved in this process and notified of the final outcome. Centralised setting of DTs to comply with COVID regulations regarding zones, bubbles and capacity.

Staff member: to narrate the consequences to the student.

Staff member: email 'on call' giving your location, the name of the student and a very brief reason.

Student: removed from situation for a period of time.

Staff member: to add details on to Class charts.

Staff member: to discuss behaviour with HOH and make tutor aware.

Tutor/Pastoral: to email/call home to discuss with parent as appropriate.

Staff member /Tutor/HOH (as appropriate): to meet the student at the after school detention for an RJ conversation to restore the relationship.

HOH: if a student fails to attend consider any mitigating circumstances that would warrant resetting the DT. e.g. sickness

KGR/DDH/CMI: to escalate to SLT DT.

C5 behaviour

Only SLT/HOH/HOD can add a pupil directly to SLT DT for an extreme behaviour outside the remit of 'on call'.

C0	C1 Verbal warning	C2 Final verbal warning	C3 Staff member contact home & optional active support	C4 On call Departmental withdrawal Sanction subject to investigation and could range from 30 minutes to an exclusion Staff member will be involved in this process RJ ESSENTIAL
Toilet request	Off task	Continued off task	Persistently off task	Verbal abuse C-19 major incident Intimidation of others Banned substances Repeated Racist/discriminatory comments/actions Refusal to hand over mobile phone/headphones/hoodies Repeated Bullying Failed to attend C4 DT Intimidation of staff/verbal abuse of staff Truancy Fighting/Physical aggression towards others (subject to investigation) Vandalism Bullying Theft CMI/DDH multiple behaviours Other serious behaviour
Parental contact	Failing to follow instructions	Continued failure to follow instructions	Persistent failure to follow instructions	
Out of lesson	chatting	Continued disruption of the learning of others	Persistent disruption of the learning of others	
	incorrect uniform	Continued incorrect uniform		
	Poor presentation of work			
	Unkind words/actions	Continued unkind words/actions	Persistent unkind words/actions	
	Homework issue		Persistent homework issues	
			Misuse of equipment	
	Lack of equipment	Continued lack of equipment	Persistent Lack of equipment	
	Late to lesson	Continued lateness to lesson	Persistent lateness to lesson	
			Phone/headphones/ hoodie confiscation	
		Rudeness/ answering back/disrespectful	Persistent rudeness/answering back/disrespectful	
	Chewing			
			W3 Behaviour around school site	
		Late gate	Persistent lateness to school	Conflict Persistent lateness to school Defiance Fighting/hands on behaviour IT/social media misuse Refusal to hand over mobile phone/headphones/hoodies
			Persistent rudeness/answering back/disrespectful	
			Phone/headphones/ hoodie confiscation	
			Littering	
			Out of bounds	
			Running around school site	
			Antisocial behaviour around school site	
			Persistent uniform issues	

This list is not an exhaustive list and staff professional judgment should be used at each level. Any behaviour that warrants a C4/C5/C6 behaviour goes straight to 'oncall'

	C5 Oncall									
	1Mon	1Tue	1Wed	1Thurs	1Fri	2Mon	2Tue	2Wed	2Thurs	2Fri
1	RCH	AMO	NKA	LSN	ICO	GHA	AMO	LCR	RGR	SCL
2	ZYA	AMO	JSN	SHW	HWI	DWO	AMO	NRE	GHA	GJO
3	HWI	KHA	SHW	DWO	LCR	JSN	TGO	LCR	LSN	TGO
4	TGO	AMO	KHA	LCR	BDH	TGO	AMO	ARA	RCH	KHA
5	CMI	LSN	TMA	HWI	SHW	CMI	SCA	SHW	DWO	HWI

Reports & Info sharing

Daily

Tutor: DT slips in the folders - tutor to write on the slip if child not in and return to the folder.

SHP (Sarah Hartup DT Administrator): check students are in school, or have been sent home ill. Dt's will be reset centrally and the staff member and HOD informed of rescheduled dt.

SHP: on the rare occasion there is an issue and a DT needs to be rescheduled, email staff member and HOD informed.

SHP: daily reports of C3 /W3 behaviour sent to HOD/HOH/DDH/CMI.

HOD/HOH: to use the C3/W3 report to document RJ's are carried out.

KGR: Early daily reports of C4 & C5 detentions sent to HOD/HOH/DDH/CMI

KGR/ SHP: to send the DT list to all staff at 8.30am to enable staff to inform their tutees of DT and for period 5 staff to escort student to DT at the end of the day.

KGR: to send out any outstanding detentions to HOD's/HOH's each day.

KGR: to email parents to advise parents that their child has an escalated DT (SLT).

KGR: to email staff if a student is not in due to an exclusion and have a DT. Dt will be reset centrally and staff member informed.

KGR/ SHP: to email HODs and HOHs if there are any detention clashes

SHP: *to print off copies of DT's for staff on bus duty*

Weekly (Friday)

SHP: HOH overview, HOD overview SLT overview

HOD/HOH/DDH/CMI: to analyse behaviour across the department/house. Patterns in behaviour, number of incidents (HOH and HOD to be emailed individually)

Daily Round UP

SLT & Pastoral team: Review all W4 and on call behaviour to see if there needs to be an escalation and to see patterns in behaviour

HOH: Review W3 behaviour

HOD: review C3 and C4 behaviour

CPD Quick reminders

Praise publically, challenge as privately as possible.

'Well done this team, you're ready to learn'

Signal Pause insist

'3,2,1, pens down eyes this way'

'*name*, when you are ready, thank you'

'*name*, I need you to listen, thank you'

Assertive but warm

'Remember to be respectful, could you walk sensibly on the left, thanks'

'Take a seat now *name*, thank you'

'Sorry *name*, you probably didn't hear me, take a seat now thanks'

Microscripts

Refer to the behaviour not the child.

30 second intervention

'You own your behaviour, your poor behaviour doesn't deserve my time, you are better than the behaviour you're showing today and I can prove it.' If you issue a sanction here you will get a confrontation so counter with e.g. 'Remember last week, when you ..., that is the person I know, this is the person I need to see today.'

Then 'thank you for listening' and walk away, beware the child may need time to make their choice, may try to bate you back, teeth kissing, under the breath swearing, KEEP WALKING. Do not confront the secondary behaviour or pass over the control to the child, then they have won.

Broken Record

"I need you to step away from this situation"

"I don't think you heard me, I need you to step away from this situation"

"I understand you have a problem; however, I need you to step away from this situation"

"I appreciate that you are angry right now; however, I need you to step away from this situation"

Fogging

"You may be right."

"I can understand why you think that."

“That’s a point. You may be right there.”

The ‘and’ rule

“I know you were trying to help by handing out the books AND I need you to sit in your seat”

Narrate the consequences

‘Name, either follow the safety rules, or I will need to call home’

‘Name, you’ve continued to talk after the warning, which is disturbing our learning , so you will now have a chat with me after the lesson and I will call home’

Email templates

Caution – emails can be printed and forwarded and requested by parents and other parties through Subject Access Requests

Introduction:

Good Afternoon,

I wanted to introduce myself, my name is and I will be your child’s tutor this year. As the first point of daily contact for your child I will be working hard to ensure that they have the best start to their journey here at Blue Coat School.

If you have any questions throughout the year, or concerns (especially at the moment) please feel free to get in touch and I will try my best to help.

Best Wishes,

Uniform:

Dear

It has come to my attention that ... is not currently wearing appropriate uniform to school. I have spoken to ... on this issue and made it quite clear that as a school we require this matter to be resolved at the earliest opportunity.

I would be most grateful if you could discuss this issue with If you have any issues relating to uniform that you wish to discuss please let me know.

Uniform is very important to us as a school and I thank you in advance for supporting this core requirement.

Yours sincerely,

Equipment:

Dear Parent / Guardian

It has come to my attention that ... has not brought the correct equipment with them to school. I have spoken to ... on this issue and explained the requirements and the importance of being prepared for school, particularly as we are currently unable to provide spare equipment for students during lessons.

I would be most grateful if you could discuss this issue with your child. If you have any issues relating to the equipment required that you wish to discuss please get in touch.

Having the correct equipment and arriving ready to lessons is very important to us as a school and I thank you in advance for supporting this core requirement.

Contact home calls

Check list

- Check no notes on SIMS
- Check parent's full name.
- Be cheery, address using Dr, Mrs.....
- Find a quiet space
- Write down what you want to say, I would say three points be clear and concise
- Rehearse
- Ask if it is a convenient time to talk
- Take time to listen to the parent, sometimes they like to get things off their chest
- Don't be surprised if the person on the end of the line does not agree
- Thank the person on the end of the line for their time and assistance
- Try to end on a positive note
- Make a note of the intervention on SIMS
- Reflect on the call – do not take anything personally, parents will defend their child

'Good afternoon *parent name*, I am Mr Teacher, How Are you? Is it a convenient time to talk, I won't keep you very long. I'm calling to speak to you about *name's* behaviour today in Science. He/She has been very eager to answer questions, however he/she has found it difficult to stay in his/her seat and this behaviour has disrupted the learning of others. We have high expectations of behaviour at Blue Coat School and this behaviour was not acceptable. I am hoping that we can work together and *name* will make improvements on this behaviour next lesson.

I appreciate your time, thank you for your assistance in this matter to help *name* be the best learner he/she can be.

