

## Behaviour for Learning Guidance – Reopening of Schools (Covid 19) September 2020

This document is to be read in conjunction with the Behaviour for Learning Policy.

### Core Expectations

The school continues to have three core rules that encapsulate all learner behaviour:

**Be ready** – this ensures that pupils are prepared for learning and take responsibility for their own progress.

**Be safe** – this ensures that pupils conduct themselves in a manner that is safe for themselves and the wider school community both in person, in the community and online.

**Be respectful** – this ensures pupils establish excellent relationships across the school community and develop a sense of compassion in what they do.

### Visible Consistencies

The school has core visible consistencies and classroom principles that all stakeholders must maintain:

- Behaviour Framework – Staff are responsible for supporting learners to meet the expectations in the behaviour framework. Learners are responsible for striving to follow the Behaviour Framework expectations
- Meet and greet – staff and learners will follow the micro-script for the start of lessons. Learners are responsible for responding to and following the expectations for the micro-script
- Countdown – Staff are responsible for using the micro-script for the SPWT countdown. Learners are responsible for following the instructions of the countdown
- Noise Levels – Staff are responsible for setting noise levels in line with the micro-scripts. Learners are responsible for following the relevant noise level for the duration of the given task
- End and send – staff and learners will end their lessons in a calm and purposeful manner incorporating the praise plenary, dismissing learners in an orderly fashion
- Pace and purpose – staff and learners will approach each school day with pace and purpose to ensure that learning time is maximised
- Whole Group Positive Support – Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply whole group positive support
- Individual Anonymous Support - Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply anonymous individual support.

Social distancing will be a challenge for all pupils and in particular those pupils who:

- Have not left their homes throughout lockdown
- Have been at school throughout lockdown and have not had to socially distance in the playground.

It is therefore essential that pupils are taught about what social distancing is and why it is so important. Education in this area should prevent most pupils from breaking social distancing. Rules around safety and social distancing will be shared with pupils on their first day at school and will be revisited on a regular basis.

Risk assessments for pupils with EHCPs have been undertaken and adjustments have been made to their provision to ensure the safety of all staff and pupils.

Pupils' will be in cohort bubbles.

Pupils may spend time with others in their bubble whilst observing social distancing, and **must** maintain social distancing from the other bubbles in their group (further practical guidance is shared in the Curriculum Guidance document).

### **Restorative Practice**

We understand that the transition back to school following such a long period of 'lock down' may be an anxious time for our pupils. We know that anxiety can sometimes be shown in behaviour, therefore we continue to be committed to restorative practices that empower all staff and learners to reflect on their behaviours.

Language is a vital means of communication and all behaviour is communication. Helping pupils to put their feelings into words is of vital importance. This principle requires us to think carefully about our own language and the messages we need to deliver to pupils who are experiencing a range of powerful emotions during this transitional period.

Staff will continue to use the restorative five to address any breakdown in communication and these will take place within 24 hours.

### **Recognition – Above and Beyond**

We are committed to ensuring that all learners are recognised for their outstanding behaviour and for going above and beyond the core expectations of the school. Teachers will continue to use positive praise in structured and unstructured time and reward consistently high conduct via postcards. All other reward items such as trips and Student of the Week have been postponed and under are under review.

### **Attendance and Uniform**

At SPWT, as part of the stepped sanctions, punctuality to school is central to this system. In order to ensure social distancing and the integrity of the cohort bubbles each year group have a window period to enter the school building:

Cohort	Time window for entry to school
Year 7	8:15am- 8:30am Shelmerdine Close Gate
Year 8	8:15am- 8:30am Bow Common Lane Gate
Year 9	8:35am – 8:45am Bow Common Lane Tennis Court Gate
Year 10	8:35am- 8:45am Shelmerdine Close Gate
Year 11	8:35am- 8:45am Red Stairs entrance (Attendance Office)
Sixth Form	Sixth Form Entrance 8:20am - 8:55am.

In the current context, if students miss their window and are late they will need to enter the school via the school Attendance Office and register there. Students who are late will be issued a Central Reflection the next day for 1 hour.

Additionally, all learners are expected to uphold the highest conduct in regards to their uniform. Failure to meet the school's expectations will lead to the learner being asked to stay in isolation for that day and a discussion had with the parent/carer on how this can be rectified for the following day.

### **Stepped Sanctions**

Where a learner does not meet the expectations of the school and their behaviour is detrimental to themselves, others or the environment, the school will follow a stepped sanctions approach. The stepped sanctions ensures that learners and teachers are able to adopt restorative practices to address concerns regarding behaviour and offer learners the opportunity to modify their behaviour and continue to build excellent relationships within the school community, whilst ensuring poor behaviour does not compromise the efficient education or safety of others.

During unstructured time students must ensure:

- Stay within their allocated bubbles and playground zones
- Make no physical contact
- Stay in their allocated eating area or playground. Ask for permission from teachers to go to the toilet
- Follow instructions of their classroom teachers on duty
- Report any concerns to members of staff immediately.

Staff will use the reminder system if students do not comply with the expectations detailed above.

### Stepped Sanction Model

Our stepped sanction model remains the same and is outlined in our behaviour policy. Please note the following measures have been taken to allow for social distancing:

- See Me's and Central Reflections will take place in cohort bubbles
- Parking and exclusion rooms have been adapted to allow for social distancing and windows will remain open for ventilation
- See Me's and central reflections timings have been adapted to reflect the different school day for each cohort (see table below).
- The sixth form will only run central reflections on Tuesdays and Thursdays of every week. The relevant day will be recorded on student planners.

### See Me and Central Reflection Timings

Cohort	See Me	Central Reflection
Year 7	3:20pm -3:35pm	3:20pm - 4:20pm
Year 8	3:20pm -3:35pm	3:20pm - 4:20pm
Year 9	3:30pm -3:45pm	3:30pm - 4:30pm
Year 10	3:30pm - 3:45pm	3:30pm - 4:30pm
Year 11	3:30pm - 3:45pm	3:30pm - 4:30pm
Year 12 & 13	3:45pm - 4:00pm	3:45pm - 4:45pm

Accidental breaking of social distancing will warrant a reminder. If a pupil deliberately breaks social distancing, it will be treated as a serious incident and subject to investigation. Students may face internal or fixed term exclusion based on the outcome of the investigation.

Pretending to have COVID symptoms. This will warrant a reminder and if persistent, students will be isolated and an investigation will take place to consider the legitimacy of the student's actions. If students are found to have pretended to have COVID symptoms, this is likely to lead to a lengthy fixed term exclusion.

Students who create unhygienic responses to the current situation, for example, pretending to sneeze on other students and staff, wipe their hands on other people or pretend to spread a virus, will be dealt with the highest concern that is likely to lead to a lengthy fixed term exclusion.

### **Transitions**

In line with the recommendations from the DFE SPWT has reviewed corridor movement and lesson transitions. Timetable and class groups have been amended to reduce whole school movement where possible. Walking on the left and cohort specific stairs have been introduced. In order to support social distancing structured transitions have been implemented for parts of the school day and for some cohorts. Students failing to follow staff instructions during line ups will be separated from the main cohort and moved to the relevant timeout zone. Students will receive a Central Reflection. Students who fail to meet expectations during transition from line up or school rules regarding movement around the school building will face follow up through our Stepped Sanction approach.