

COVID-19

Behaviour Addendum

The Rural Enterprise Academy



School Name: The Rural Enterprise Academy

Policy owner: Jon Attwood

Date: 19/05/2020

Date shared with staff: 19/05/2020

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response alongside children that were vulnerable, have a social worker or have an EHCP.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

On the evening of Sunday 10 May the Prime Minister announced the government's plans to re-open schools for some year groups after the May half-term break increasing the number of students attending school during the partial closure.

This addendum of The Rural Enterprise Academy's Behaviour policy contains details of our response to changes, as a result of the instructions from the Department for Education, to provide some face to face teaching with students in year 10. This addendum to the Behaviour Policy of The Rural Enterprise Academy is for use during the arrangements for education of students in school during the Covid-19 partial school closure. It is to be used in conjunction with, and read alongside, the existing Behaviour policy as well as the trust COVID-19 risk assessment.

During these unprecedented times it is important that we can provide high quality education through a series of face to face lessons aimed to support home learning. There have been changes to the structure of the day to facilitate this. In a climate of uncertainty and anxiety surrounding the transmission of the virus it is important to have high expectations of behaviour and encourage students to be socially responsible. To help maintain an effective environment that is both safe and purposeful, some aspects of the behaviour policy will need to be amended for the duration of these changes. Where possible, incidences of poor behaviours will be dealt with immediately through conversations with staff, if necessary these

will be escalated to the behaviour lead. With cooperation from students and parents most incidences of poor behaviour will result in the student changing their behaviour e.g moving to maintain a safe distance as recommended (2m) and remaining in school. This response will enable students to get the most out of the reduced time back in school.

Where incidences of poor behaviour relating to control measures associated with COVID-19 are continual or escalating, the behavior lead or deputy head will contact parents of the student, and arrange for the student to be collected before the end of that session. Examples of such behaviours may include purposeful disregard for the maintenance of a safe distance between individuals, Coughing in the face of another individual. In some instances this may then lead to a fixed term exclusion. The safety of all students and staff is paramount and any sanction will be put in place to reflect this.

Other behaviours may need to be dealt with in a way different to the stated pathway in the Behaviour Policy. These changes are required as some behaviour consequences will not be available to staff e.g Lunchtime intervention/Isolation/After school detention.

Examples of levels of behaviours can be found in the table below

Level	Dealt with by	Examples of concerns	Actions
1	Staff member witnessing or observing the behaviour(s)	<p>Student does not comply with social distancing instructions (Distance from others, Correct seat within the classroom, washing hands)</p> <p>*These actions need to be deliberate. As you are aware these measures are new to us all. Most will be addressed without further action*</p> <p>Minor disrespect or inappropriate behaviour below the expectations of acceptable</p>	<p>In the first instance conversation with student(s) which could include a verbal warning, moving seats (if possible given the restrictions in the classroom) and other behaviour management strategies.</p> <p>Contact made with parents/carers by email or text. Concern logged on G4S.</p>

		behaviour within school during normal operation. This could include rudeness, disrespect or not following instructions or disturbing the learning of others (low level disruption)	
2	Class teacher in consultation Behaviour lead or Teacher in their absence	<p>Student continues to fail to adhere to social distancing instructions (behavior is unsafe)</p> <p>A single use of offensive language (not towards staff). Inappropriate comments made towards staff.</p>	<p>Conversation(s) with student(s) which could include a verbal warning, moving seats and other behaviour management strategies. Contact with student's parents/carers and consequences discussed including the possibility of the removal of face to face contact with their teacher. (Student works from home) Concern logged on G4S, SLT duty for the day informed</p>
3	Behaviour lead or a designated member of staff or Deputy Head	<p>A sustained or deliberately repeated behaviour, where the student continues to fail to adhere to social distancing instructions(behavior is unsafe and has not been adjusted following steps 1&2)</p> <p>The use of offensive language towards staff. Inappropriate comments about any member of staff in school. Any use of racist, homophobic, bullying, discriminatory language/behaviour.</p>	<p>Phone call home to discuss issues with parent/carer and student.</p> <p>Log incident on G4S. If a student is deemed MORE 'at risk' studying at school, a temporary suspension from attending school may be considered. At this point SLT will decide if this constitutes a fixed term exclusion. Removal of face to face contact with their teacher. (Student works from home)This would be carried out in liaison with all relevant active agencies for that student.</p>