PLYMSTOCK SCHOOL

Behaviour Policy 2020 - 2021 – Annexe January 2021

==This policy should be read in conjunction with the current Plymstock School **Attendance** policy.==

Lead Officer: Mr Alan Yendell (Deputy Headteacher – Pastoral)
Date for Review: Autumn 2021

1. Introduction

1.1 Even though the school is operating beyond normal circumstances due to COVID-19, we remain open and committed to ensuring that every student at Plymstock School is happy, safe, supported and successful.

1.2 The school community is committed to:

1.2.1 Challenging unacceptable behaviour if it occurs.
1.2.2 Having a firm, fair and consistent approach across the school.
1.2.3 Holding a shared understanding with staff, students and parents/carers regarding sanctions and their use.

1.3 Unacceptable behaviour will not be tolerated – it is a denial of the right of students to learn and teachers to teach. Consistency of approach and a collective responsibility for managing behaviour will ensure that high standards and expectations are maintained.

2. Context

2.1 From Monday 4 January 2021 parents and carers 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 and those children who are identified as vulnerable. Schools were requested to set up remote learning for all other students who would remain at home.

2.2 This annexe sets out some of the adjustments that have been made in line with the changed arrangements in the school and to ensure that any advice and guidance provided by the government and local arrangements are followed.

2.3 The full school behaviour policy, along with the addendum COVID-19 September 2020 can be accessed following the link below:

https://plymstockschool.org.uk/wp-content/uploads/2019/10/Behaviour-Policy-1.pdf

https://plymstockschool.org.uk/wp-content/uploads/2020/10/Behaviour-Policy-Addendum-Covid-19.pdf

3. Aim

3.1 The aim of this annexe is to provide clear guidance to parents/carers, staff, students and other stakeholders about the expectations of the school with regard to behaviour management and the methods used to maintain and promote a safe and effective learning environment both within lessons and around the school.

3.2 This annexe takes heed of current government advice published in:

3.2.1 Restricting attendance during the national lockdown: schools – DfE January 2021
3.2.2 Children of critical workers and vulnerable children who can access schools or educational settings – DfE January 2021
3.2.3 Changes to the school exclusion process during coronavirus (COVID-19) outbreak – DfE, October 2020
3.2.4 Supporting children and young people with SEND as schools and colleges prepare for wider opening – DfE May 2020
3.2.5 Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the (COVID-19) pandemic – DfE, April 2020

4. Key Contacts

Headteacher: Mr R Pearsall – rcpearsall@plymstockschool.org.uk
Deputy Headteacher (Pastoral): Mr A Yendell – ayendell@plymstockschool.org.uk
Designated Safeguard Lead: Mrs L Walton – lwalton@plymstockschool.org.uk
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Director of Sixth Form: Miss E Monelle – emonelle@plymstockschool.org.uk
SENDCo: Mrs T Summers – tsummers@plymstockschool.org.uk

5. Roles

5.1 ***Students are expected to:***

5.1.1 Follow instructions by school staff, obey amended school expectations and accept sanctions in an appropriate way.
5.1.2 Demonstrate respect to school staff, fellow students, school property and the school environment.
5.1.3 Report incidents or concerns where amended school expectations are not being adhered to.
5.1.4 Report bullying and abuse.
5.1.5 Act as positive ambassadors for the school at all times (both inside and outside of school).
5.1.6 Not bring inappropriate or unlawful items to the school.

5.1.7   Never denigrate, harm or bully other students or staff in or out of the school.
5.1.8   Cooperate with (and abide by) any arrangements put in place to support their behaviour or emotional wellbeing

5.2   ***Parents and Carers are expected to:***

5.2.1   Respect the school's Behaviour Policy.
5.2.2   Help ensure that their child follows reasonable instructions by school staff and adheres to school expectations.
5.2.3   Ensure their child understands that bullying and abuse in all its forms, including cyber-bullying, will not be tolerated.
5.2.4   Ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.
5.2.5   Be prepared to work with the school to support their child's positive behaviour.
5.2.6   Attend meetings with senior staff or other school staff, if requested, to discuss their child's behaviour.

5.3   ***All staff are expected to:***

5.3.1   Promote and model positive behaviour.
5.3.2   Intervene and take appropriate action where necessary when a breach takes place.
5.3.3   Operate in a culture of mutual respect.
5.3.4   Wherever possible de-escalate incidents.
5.3.5   Ensure that the school environment and classrooms are in a fit state for use.
5.3.6   Listen to students' perspectives of reported incidents.
5.3.7   Apply a 'trauma' aware approach to support students' health and wellbeing.
5.3.8   Communicate with parents/carers regarding any concerns.

6. Ready to Learn (Classroom Standards & Expectations)

6.1   Ready to Learn (RTL) is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by the RTL team, Heads of Year and the Leadership Team.

6.2   **Whilst the school is open to children of critical workers and vulnerable children, the RTL behaviour management system WILL NOT be in operation.**

6.3   However, students who are attending on-site provision will be expected to adhere to the following basic classroom and school rules:

6.3.1   Students will follow altered routines for arrival or departure to and from school.
6.3.2   Students will move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
6.3.3   Students will follow instructions on social distancing and social groups.
6.3.4   Students will remain in designated areas for break/lunch times.
6.3.5   Students will follow instructions on hygiene, such as handwashing and sanitizing.
6.3.6   Students will follow the "catch it, bin it, kill it" approach when sneezing or coughing.
6.3.7   Students shall not share any equipment or personal items (for example, writing materials, water bottles).
6.3.8   Students should inform their teacher or other adult if they are feeling unwell or are experiencing any symptoms of coronavirus.
6.3.9   Students must remain in their designated desk area, unless otherwise instructed.
6.3.10   Students are strongly advised to wear face masks throughout the school day, including in classrooms.

7. Return to School – Trauma Aware Approach

7.1 As a school, we fully recognise the impact that the COVID-19 pandemic has had on individuals, families, communities and the wider population. The circumstances that many would have experienced may have caused significant trauma, and therefore recognising and responding to this is a key approach to actively supporting individual recovery.

7.2 We will uphold our high standards and expectations within the school, specifically around rules that have been applied to keep everyone safe, but at the same time we will work closely with students and their families to support and signpost if they have experienced any form of trauma.

7.3 The transition back to school will look and feel very different for every single individual. This will include additional rules being implemented by the school to ensure everyone is kept safe. The first step towards supporting this transition process is to work together, and we ask parents and carers to inform the school if their child is experiencing any of the following:

7.3.1 Reluctance or refusal to attend school
7.3.2 Refusal to engage in remote learning or school work
7.3.3 Increased clinginess
7.3.4 Increased tearfulness
7.3.5 Poor sleep, especially the night before school
7.3.6 Temper tantrums on school mornings
7.3.7 Feeling sick; especially stomach aches, headaches or muscle tension
7.3.8 Low mood, leading to a lack of eating or engagement
7.3.9 Self-harming

7.4 Our approach to students' behaviour will focus on being proactive and addressing problematic behaviours with good faith, for example:

7.4.1 Supporting students to acclimatise back into the school environment
7.4.2 Plan activities that help students reconnect with adults and peers
7.4.3 Spend time going over new rules and routines
7.4.4 Move slowly back into assessment tasks, using low stakes assessments
7.4.5 Seek additional internal or external support for any trauma
7.4.6 Support students to develop coping strategies
7.4.7 Personalised approach
7.4.8 Multi agency approach

8. SEND

8.1 At Plymstock school we are keen to ensure that we do not discriminate - through application of the Behaviour Policy - against students whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background.

8.2 In accordance with the guidance issued by the Department for Education on 26 May 2020, any student returning to school as part of a phased transition with an EHC plan or others with complex needs, such as children and young people with special educational needs and disability (SEND) who do not have an EHC plan, the school will conduct the following:

8.2.1 Review of current risk assessment, to support meeting individual needs
8.2.2 Liaise with parents and carers to engage them in the decision-making process
8.2.3 Updated risk assessment, to reflect any changes in circumstances

8.3   Therefore, when intervening with apparent inappropriate behaviour, all staff must accept that there will be circumstances in which some students may require a more personalised approach from others and are expected to take account of those individual student needs when applying sanctions.

9. Fixed Term Exclusion

9.1   **A Fixed-Term Exclusion is the most serious sanction the school can apply**. In a minority of cases, individual students may continue to demonstrate behaviours which do not meet the standards and expectations of the school and may damage the learning and progress of other students or the wellbeing of other students or staff. In these cases, and in the case of "one-off" serious incidents of unacceptable behaviour, the school will use the higher level sanction of Fixed -Term Exclusions to students.

9.2   In addition to the serious misbehaviours list (see school Behaviour Policy), any individual that engages in the following behaviour could lead to an FTE.

9.2.1   **Any act of spitting**
9.2.2   **Directly coughing towards or at any other individual**

9.3   Fixed-Term Exclusions are the responsibility of the Headteacher but may be delegated to a member of the Leadership Team.

10. Permanent Exclusion

Please see the school behaviour policy regarding serious breaches of discipline that could lead to an individual being recommended for permanent exclusion. If the school is faced with having to make this decision, it will follow the latest government guidance as outlined in Changes to the school exclusion process during coronavirus (COVID-19) outbreak – DfE, October 2020

11. Mobile Phones

Whilst students are on the school site, mobile phones should be switched off in their bags and not used during the school day. They must hand over to a member of staff any phone that is seen or heard who in turn will arrange for safe-keeping. The phone will be returned to the student at the end of the school day.

12. Linked documentation

Attendance Policy
Behaviour Policy
Anti-Bullying Policy
Reasonable Force Policy
Drugs Education Policy
Exclusions Policy
Equality Act
E-Safety Policy

Policy History

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date

Plymstock School – Behaviour Policy Covid-19 Annexe (Students attending On-Site Provision) January 2021

This addendum to the Behaviour Policy of Plymstock School is for use during the arrangements for education of students who are accessing on site provision. It is to be applied in conjunction with, and read alongside, the Behaviour policy, including the Addendum (September 2020).

Level of Warning	Lead	Misbehaviour examples	Possible Action/s
1	Teacher/Support Staff	- Minor disrespect or inappropriate behaviour below the expectations of the classroom and school rules - This may include rudeness, disrespect or not following adult instructions - This may include minor behaviours around hygiene, face masks and social distancing	- Reminder from teacher - Classroom behaviour management strategies - Warning/s - Contact with parents/carers - Logged on SIMs
2	On Call Team	Repeated instances of level of warning 1 or - Use of foul, abusive or inappropriate language - Defiance towards staff or peers - Unsafe behaviour - Feeling unwell or signs & symptoms of coronavirus - Misuse of mobile phone/ICT	- Conversation with student - Verbal warning - On Call request - Removal from classroom - Contact with parents/carers - Refusal of place at school - Logged on SIMs
3	Pastoral Team	Repeated instances of level of warning 2 or - Feeling unwell or signs & symptoms of coronavirus - Emotional wellbeing or trauma	- On Call request - Removal from classroom - De-escalation strategies - Time in PSA/Support Hub - Multi Agency Approach/Referral - Trauma Informed Support - Logged on SIMs/CPOMs
4	Senior Leadership Team	- Use of foul, abusive or offensive language towards staff - Inappropriate comment about member of staff or peer - Racist, homophobic, bullying, discriminatory language/behaviour - Intentional spitting/coughing towards a member of staff or peer - Any incident identified within the College behaviour policy that could lead to FTE or PEX	- Internal Isolation - Internal investigation - Contact with parents/carers - Multi Agency Approach - Risk Management Plan - Fixed Term Exclusion - Permanent Exclusion - Logged on SIMs