

BEHAVIOUR AND MOTIVATION ADDENDUM

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| **Behaviour and Motivation Addendum** |

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| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| **01/09/2022** | **01/01/2024** | Sue Davies | Pete Gaskell |

COVID-19 Interim Addendum to Behaviour Policy

Introduction

At St David’s College, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Expectations of the behaviour of our pupils remain high, however it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

The rationale behind this Addendum is to ensure that the children, staff and parents at St David’s College act in a manner that fully supports the very necessary safety measures that have been put into place during the COVID-19 pandemic.

Some behaviour concerns referred to in this addendum may have previously been deemed less serious, however, if an action now results in the potential compromising of a person’s ability to social distance and stay safe, or purposefully impacts on their health and safety, it will be treated in a more serious manner.

If any child is sent home for being in breach of this Behaviour Policy Addendum, the Head teacher will complete a Risk Assessment to ascertain if the child is safe to return to school before September.

This addendum also applies to children with Special Educational Needs who present behaviours that are deemed to put others health and safety at serious risk. The individual needs of children with additional needs will always be risk assessed however serious breaches will result in the same consequences for all children.

We understand that this global crisis will have, at some point, affected every member of our community. We acknowledge that many pupils, parents and staff will feel worried, stressed or anxious about returning to school. However, we are confident that if everyone follows the advice and guidance, plus adheres to the new control measures the risks will be minimal.

Expectations of staff

Staff must adhere to and follow all health, safety and hygiene procedures set out in the COVID-19 Risk Assessment.

Staff must inform the Headteacher if they display symptoms of COVID-19 or if they are in close contact with any person displaying symptoms or being tested positive.

Staff must follow the 2m social distancing guidance, where possible.

Staff must wear appropriate PPE when managing any Intimate Care or First Aid.

Staff must openly support the school’s policies and procedures at all times

Expectations of parents/guardians

No parents to enter the school building or school site at anytime, including boarding parents entering the boarding houses

Parents to stay in cars during drop off and pick up

Collect your child immediately, if called regarding illness/symptoms of COVID-19

Stick to allocated drop off/pick up times – if not possible, please contact son/daughter’s tutor or HOY to advise

Inform school if your child displays any symptoms of COVID-19 or if they have been in contact with any person displaying symptoms or being tested positive.

Expectations of pupils

Arrivals, Departures and Moving round the school.

All year groups have designated drop off and pick up times. We ask that parents stick to these times as much as possible and to advise a member of staff if that is not possible. Once a pupil has been dropped off, they must go to either their set marquee or their tutor group (if wet weather or after 8.30am).

Movement around school must be by following the one way system and a mask must be worn at all times when inside the school building, with the exception of classrooms.

There are set departure times for all bubbles to ensure that pupils in different bubbles do not mix. We ask that all parents leave promptly once they have collected their son/daughter to ensure the free running of traffic.

Arrival and departures are supervised by a member of SLT each day.

Handwashing and Hygiene

The Government advice has constantly been that regular handwashing is key to help prevent the spread of the virus. It is, therefore, important that this continues to be maintained by both staff and pupils throughout the day, whilst at school.

There are over 70 hand sanitiser dispensers around the school campus including in every classroom. Pupils are regularly reminded to wash their hands or use the sanitisers, particularly before and after they leave the dining hall.

Lessons have been reduced by 5 minutes to ensure that, once the pupils have been dismissed, all desks can be wiped down by the class teacher using a spray disinfectant and blue disposable roll in preparation for the arrival of the next class.

Cleaning staff have been increased around both the school building and the boarding areas to ensure regular cleaning throughout the day.

Once boarding pupils arrive at their boarding houses at the end of the day, they are required to shower immediately and change out of their school uniform. All masks are put into a linen bag and washed that evening by the residential staff.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used.

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where pupils are not complying, the usual disciplinary procedures and sanctions will be used.

Toilets

Each bubble has access to their own toilets, located near to where they spend their break and lunch times. These will be regularly cleaned. Other toilets that are in public areas will be zoned off to specific bubbles and clearly labelled.

Break and Lunch times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

During a wet break, pupils will be allowed back to their form rooms.

Lunch times are staggered for each bubble and children are directed to tables. Once tables are vacated, they are wiped down ready for the next group. Lunch times are supervised and coordinated by a member of SLT each day.

Boarding houses

Boarding houses have been rearranged so that they house full bubbles, with the exception of the girl’s house which has been zoned into areas for each bubble. Boarders are strictly forbidden from entering another boarding house or crossing into another zone. In addition to this, day pupils are strictly forbidden from entering boarding houses. Where pupils are not complying, the usual disciplinary procedures and sanctions will be used.

Rewards

Now more than ever it is important that we unite and show high levels of respect to one another. A new pupil reward system has been launched so that pupils can now be awarded merits for good behaviour. There is an app for ease of use for pupils, staff and parents to access.

Behaviour around school / Santions

The school will not and cannot tolerate behaviours that may place members of our community at risk of contracting Coronavirus. If a child’s behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their designated areas or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used in line with our current behaviour policy:

1. Verbal warning
2. Detention
3. Report card
4. Referral to HOY, Assistant or Deputy Head
5. Immediate swap from onsite education to online education
6. Fixed term exclusion
7. Permanent exclusion

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

* Anxiety; lack of confidence
* Challenging behaviour; fight or flight response
* Anger; shouting, crying
* Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with ASD, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response.

Pupil’s working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not ‘friends’ with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Monitoring and review

This policy has been issued to provide advice and guidance on managing behaviour effectively. It is not possible to provide guidance on every eventuality and therefore, staff should be encouraged to use their professional judgements and/or seek advice from a member of senior leadership or other designated member of pastoral staff, if required. This policy will remain under constant review until such times where is it no longer required.