

Oakfield Lodge School



Behaviour Management Policy: Covid19 Pandemic Addendum June 1st 2020

This addendum is to provide guidance and should be used alongside our full behaviour policy. The rationale is to ensure that the students and staff at Oakfield Lodge act in a manner that fully supports the very necessary safety procedures during the Covid19 pandemic.

We have been asked by DFE to prepare for a partial targeted opening from June 1st, 2020

- ✓ Continuing the provision we have in place for vulnerable children and those of key workers Y7-Y9
- ✓ Some 'face to face' for all year 10 and 11 students.
- ✓ We will also need to continue to provide remote learning for all other students and provide safeguarding for all students.

In line with the guidance released by DFE for educational settings we will move to 'pod' teams.

This will:

- ✓ limit cross contamination between staff and students
- ✓ enable safe use of dedicated classrooms, staff and office areas
- ✓ support effective cleaning of the school building
- ✓ enable the school to safely follow the fourteen-day self-isolation guidance should we have a confirmed case of Covid19

Written by: NRS

Reviewed by: GBY

Date of next review: Mid-June 2020

A behaviour focus for post lockdown return to school

At Oakfield, good behaviour at both key stages, is a core mission for our school. We know that if we get relationships right, behaviour is good and everything else is possible. For us, it is the beginning of safety, equity, dignity, curriculum, opportunity and learning, not an afterthought or something that only matters when students misbehave.

In planning for students returning after a long period at home, behaviour for learning will matter more than ever. We must remember that:

1. Students may have partially or entirely lost the habits that enable them to flourish as learners and as positive members of the Oakfield community. This will matter more for some students than others. Some students may be able to cope better with uncertainty, anxiety and change and as we know other students who have more fragile, vulnerable or chaotic circumstances will struggle more.
2. Staff may also be uncertain regarding new directives to ensure the correct safety protocols are adhered to, social distancing refinements for example. This is perfectly natural. We have been coping with a variety of new and anxious normalities; these can include teaching our own children at home, setting remote work, working in school or remotely, worrying about health, family, bills etc. What was once normal may not feel so normal anymore.
3. Students will have to observe far higher standards of respiratory and tactile hygiene than ever before. Social distancing in the sense of 2m zones of exclusion will be very difficult; everyone who works at Oakfield knows that. So the only way to even partially compensate for that is to generate new behavioural norms of conduct to extend our focussed BfL work; that is not to dismiss our 'Ready, Respectful and Safe' theme but merely extend it. As a PRU we can have intricate behaviour issues, the requirement to make and maintain even higher standards than before therefore becomes a greater task. Even though we have great relationships with the young people in our care, we will be asking for students to deconstruct many of their natural or habitual reactions like hugging, touching their faces, shaking hands, going to the toilet in pairs etc. and replace them with new ones that will feel coldly awkward and synthetic.
4. Some of our students already have hygiene habits that we would probably describe as less than ideal, some of these are potentially dangerous in the current climate. Not washing hands, picking noses, fingers and pens in mouths, sharing juice boxes, before and after school cigarettes or spitting are difficult things for some to unlearn.
5. Staff, too will have to observe not only this type of virological etiquette but also be expected to train and maintain these behaviours in others. Even for staff who do feel secure in these skills, it will mean a raising of expectations beyond what is normally expected to allow us to get the best learning experience for our students in the short times each week they're in our care.

These are all huge challenges, not only for us at Oakfield but across the planet and ones that are unique to this current crisis. But teachers and schools have managed behaviour for as long as we have had children to teach and we know how to get it right. At Oakfield we worked really hard to build a solid culture where children and staff work in a safe, calm, and orderly environment where everyone is treated with dignity. It's still developing and we've made considerable progress.

Rather than ask staff to reinvent this wheel, I propose we use aspects of what we already have in place and consider more carefully the following:

1. Define what we mean by good behaviour

Students have had a significant time away from school and will have very different ideas and habits of how to behave, even the students who know us and the systems at Oakfield will need reminding and will experience changes that none of us would choose. Staff will experience these same feelings.

Teachers should remind the students of our 'Ready, Respectful, Safe' expectations and define what behaviour they want to see in their classrooms; SLT will ensure that government directives and guidance is in place across the school to keep everyone safe.

Students need to grasp what is expected of them immediately. What does acceptable behaviour actually look like in form time, using discrete resources, starting the lesson, in class break time and so on. We must get the basics in place and we can move forward safely, together.

Areas where this will especially matter, of course, will be: entry and exit to school and classrooms, staying in one base for the duration of time and within a particular wing of the school. How to enjoy break time and lunchtime without 'free time' outside or movement throughout the school, queuing and dining; classroom conduct; toilet etiquette; assemblies; practical subjects or a lack of them depending on the year group; number limits everywhere outlining safe spacing for 2m social distancing, along with dozens of other areas.

As a team we have carefully considered pinch points, waiting areas, corridor sweeps, non-attenders, absences and registers etc. that are specific to our geography, layout, student groups, footprint and resources and ensure we instil focussed protocols.

2. Teach not tell.

We must actively teach the behaviour we want to see, as if it were a curriculum. We want students to be kind, to work hard and to give their best and above all we must keep them safe. At Oakfield we're very good at not just telling them. We know that if we tell students, they may misunderstand. They may not care. They may disagree. They may find it hard. But if we teach them what these things mean, they will understand. If we continue to provide examples for our students, they grasp what it means in their lives. If we demonstrate the behaviour, we let them see that we value it. If we explain the behaviour, they understand why it matters.

3. Build routines, habits and norms.

The staff team at Oakfield have worked with each other and the students to clarify what we expect behaviour to look like. We have a clear BfL points system that relates to expectations and this is displayed in classrooms. We need to record points daily on paper to be added to SIMS. Our refinements for 'expected behaviour' will have some amendments for the duration of this pandemic and these subtle refinements will hopefully allow students to adapt quickly and without unnecessary additional anxieties.

Some of the core habits we want them to develop will be new and the more a particular routine or behaviour is demanded, and challenged by its absence, the more practice students get performing it, until it starts to feel habitual. We seek, ultimately, to change their behaviour habits, not just their behaviour.

4. Don't wait for pupils to misbehave, be proactive.

We must help to create conditions where good behaviour is more likely and bad behaviour less likely. At Oakfield we're all good at pre-empting misbehaviour, defusing and diminishing the risk of escalation, and teaching students good social habits that are portable far beyond the school gates and much more meaningful in the current climate.

5. Make boundaries meaningful.

Students need to know that deliberately misbehaving will result in consequences; the school will have immediate/ fast responses to remove dangerous behaviours. When behaviour is poor, or fails to meet the standards for safety, it will be immediately challenged. Students need to know a line has been crossed. These lines can be managed by many means. Mild sanctions will act as a deterrent but only if consistently and fairly applied, and when there is a high expectation that they will occur. Rewards too can have a small, short-term motivating effect. Both sanctions and rewards are an essential part of our system, otherwise some students will feel there are no boundaries. They also set a clear expectation on the student body that certain behaviours will not be tolerated, and some will be celebrated. By themselves they are insufficient for all students at all times, as any one technique is. Other consequences, such as pastoral conversations, re-teaching behaviour, therapeutic approaches, etc. must remain part of our whole school repertoire but if student behaviour is unsafe it will be dealt with swiftly and in the best interests of all stakeholders within our community.

In these times of heightened risk to our health, it is important that students (and staff) are made aware that unhygienic behaviour has to be reclassified from a misdemeanour to something much more serious. Public-facing staff have lost their lives by spitting assaults and disease transmission. Students must be explicitly told that the consequences for behaviour that threatens distancing measures, respiratory or tactile hygiene, are very serious indeed. And malicious, deliberate acts of transmission (e.g. spitting, coughing, sneezing etc.) will be treated with the greatest seriousness.

Immediate time away from school for a period of 14 days, parental meetings, in-school isolation where staffing allows etc. are interventions which can be used. In the most extreme cases at Oakfield Lodge we will consider the use of reporting such matters directly to the police. The point isn't that we want to see such reactions; but as ever with any sanction, the sincere and authentic execution of it conveys a clear message to the student body about what behaviour is tolerated and what is not. This is, quite literally, a matter of life and death for some, and especially high risk individuals. These are not normal times.

6. Reboot our expectations constantly.

BfL over the coming weeks and months needs to be a state of constant refinement, we will review this policy at two weekly intervals to ensure it is effective. Staff need to repeat the expectations with students and each other constantly, and in unison throughout the school day with all students. Positive cultures are immersive. Student and staff need to see the norms as frequently as possible. This means continually, on a day-to-day basis. They should be modelled, explained, mentioned, pointed out, demonstrated and insisted upon and formally in a targeted way. This means though periodic reboots of the expectations, standards and behaviours needed for students and staff to flourish.

7. High expectations means high support.

Everyone, from staff to students, have been through difficult times. All have seen their routines turned upside down. Some will have had relatively happy circumstances spending time with family, others will have suffered trials, and some tragedy. This is why a proactive approach to behaviour is even more vital now. Staff sharing and CPD, calm student induction, checking for understanding, consistent repetition of norms, demonstrated and corrected where necessary, these are the foundation of good behaviour for our school.

Some students with the most challenging behaviour sometimes – but not always – need even more than these factors. They may need a more targeted approach, pastoral support, therapeutic strategies, and so on. They may need complex programs of support that involves work inside or outside the classrooms, multi-agency approaches etc. Not all students will need this. Some will thrive and surprise us with their resilience. We should not assume that students are returning to school traumatised, and equally nor should we assume they are fine. Be alert for signs of difficulty and let all students know that discrete pastoral support is available. Remember that a calm, safe, structured school culture is one of the best ways to reduce anxiety and promote good mental health. Students need to see adults being positive, hopeful and in control of themselves, whether we feel it or not.

Guidelines for Staff

How the School will operate from June 1st 2020:

The school will be effectively split into two discrete schools or 'Pods', within our one building. These steps are crucial for limiting cross contamination and remain in line with DfE guidance.

- The green corridor and canteen will only be used only for vulnerable and key worker children. Staff in the 'green pod' will use the PPA room and the disabled toilet only.
- The DT room and Hive will be used to store excess furniture from all other classrooms and will be out of service.
- The purple corridor will be used for 'face to face' with Y10 operating in three 'bubbles'. The three Y10 bubbles will return to Oakfield on June 15th. 2020.
- The Science room will become a 'Google classroom' filming facility (to be used by one staff member at a time) and will also house staff room facilities for purple pod staff. These staff will use the nearest staff toilet only. Lunches will be delivered to these staff.
- Group room 1 will become the Covid19 isolation area for any staff or students who begin to display symptoms during the school day
- Entry for staff and students will be via the end corridor doors – only the office team and visitors/deliveries will use the main entrance to school.
- Staff will NOT be allowed to mix with staff or students from another 'pod' or visit the main office.
- Sufficient PPE is available in school for all staff and students
- All students will have their own work station, resources, laptop/pc etc. NB: They will not be able to share or undertake activities like lego/jigsaws etc.
- Google classroom will be our main delivery of curriculum to ALL students.

Pods

Green 'pod' – delivering provision to vulnerable children and those of key workers.

- Mon/ Tues/Wed (am only) – NR/DK/TC
- Wed (pm only)/Thurs/Fri – AS/DD/RD

Purple 'pod' – Leading on core delivery via google classroom to all year groups and undertaking face to face with year 10 and 11

- Mon/Tue/Wed (am only) ET (SLT lead)/PI/NC/PL/DS/DM/JP
- RG and JD – working remotely
- SLT lead Wed (pm only)/Thurs/Fri – GB
- Admin Mon/Tue/Wed (am) SN
- Admin Wed (pm)/ Thurs/Fri JL
- Support for doorstep visits and attendance/safeguarding – JS/KP/KC – timetable to be confirmed

Exit and Entry protocols

The school will operate as two discrete schools within our one building. The main entrance will only be used by our office and catering staff.

Entry: Outside the external doors for the Green and Purple corridors will be a Gazebo and a member of staff working with the students on that day will meet and greet in full PPE [NB: Face mask. Visor and surgical gloves] The students will line up with a 2m distance, take an envelope and place inside it contraband items then seal it and write their name on the front. They will then be screened with the metal detecting wand].

Students use the hand sanitiser provided and can only make their way to the designated classroom where the teacher will be waiting.

NB: Coloured wrist bands will be issued on arrival to allow us to quickly identify students being outside their 'pod' and to provide a visual aid for those with additional needs.

Exit: Students will wait with the member of staff being separated by 2m at all times, when the taxi arrives they will be handed their envelope and move immediately to their transport. Students leaving the school site will move immediately to the school gates, again observing the 2m social distance directive.

	Entry & Exit	Tutor Location	Entry & Exit	Tutor Location
Monday	AM: NR PM:NR	Food: DK/TC	DS	PI Maths
Tuesday	AM: NR PM:NR	Food: DK/TC	DM	NC English
Wednesday	AM: NR PM:AS	Food: DK/TC	JP	ET ICT
Thursday	AM: AS PM:AS	Food: DD/RD		
Friday	AM: AS PM:AS	Food: DD/RD		

NB: Please note that the **AM and PM changeover will take place at 12.00pm**

Times of the day for:

Green Pod Students will arrive on site at 09.00 and depart at 15.00

Purple Pod Students will arrive on site at 10.00 and depart at 13.00

Key changes for the students:

- Green students will only use the Food and Art rooms with outside space the sensory garden.
- Purple Pod students will only use the allocated teaching room for their group i.e. Maths, English & ICT.
- Students will be consistently reminded to be 'Ready, Respectful and Safe' they must use tissues to cover their nose and mouth if sneezing and coughing and then wash their hands. 'Catch it, Kill it, Bin it' posters will be displayed throughout school.
- Students or staff with symptoms of covid19 will be isolated in group room1 and sent home.
- Students will only use their own resources i.e. stationary, PC, desk, chair etc.
- Students will be rewarded by their teacher using our 'Ready, Respectful, Safe' points system for all sessions.

BEHAVIOUR MANAGEMENT

The Whole School Approach

1. The 'Ready, Respectful, Safe' ethos and atmosphere of the School, is the pre-requisite to all guidelines.
2. Positive adult role models are essential. A calm non-threatening attitude is expected.
3. Standards expected of students are clear and maintained as consistently as possible via our lesson monitor system.
4. The ultimate aim is self-regulated safe student behaviour.
5. Students are expected to behave in a sensible and courteous manner at all times and to treat property and equipment with care and respect.
6. Specific guidance and direction will be given by members of staff to students behaving inappropriately. Giving the student time, in a calm environment, to reflect on the situation.
7. Where students become more agitated and disruptive 'Team-Teach' methods for de-escalation only may be employed. There will be no physical intervention. If a student fails to be compliant to our safety protocols and/or remains in a heightened state, follow:
1. Contact home 2. Remove from site 3. Refer to on site SLT 4. Record on CPOMS.
Serious breaches of student conduct will trigger a 999 call to the Police.
8. Students should be aware that staff in the School take the main responsibility for decisions, but the feelings and opinions of students are taken into account; they can provide their views on any such intervention that may have taken place.
9. Teachers should reflect on their own feelings when interacting with students and the way in which these may be influencing student behaviour.

When Things Go Right

Staff and students work together and thus create a calm working environment where all are valued. Rewards are used throughout the school to recognise good behaviour for learning and a positive contribution to the school community. Much of the positive behaviour in school is created by encouraging all students to develop an intrinsic desire to improve.

BEHAVIOUR MANAGEMENT

Advice to Staff (make sure every area is supervised)

1. Maintain a calm and consistent approach.
2. Use the 'Ready, Respectful, Safe' directives for student expectations.
3. Work within the School's agreed practices and procedures.
4. Ensure students understand the expectations within your lessons.
5. Ensure incidents are documented according to school procedure via CPOMS.
6. Refer to other staff for additional intervention when appropriate.

7. Do not become complacent and over-confident in terms of Teacher/Student relationships.
8. Do not become over-familiar with students i.e. ensure a professional distance is maintained according to teacher standards for good conduct.
9. Give students clear and precise messages that help to create a safe and secure environment with obvious expectations and boundaries.
10. Provide appropriate learning and recreational situations, these should be well planned and organised to meet the needs of the students.
11. Prevent manipulation and ultimately confusing or conflicting situations by ensuring communications between adults are clear and precise.
12. Periodically review and evaluate practices and procedures relating to the management and supervision of students educational and recreational programmes.
13. Develop strategies and techniques that defuse situations and avoid unnecessary physical management of students. Some suggestions are as follows:
 - (a) Always maintain control of self.
 - (b) Always adopt a non-threatening and calm stance.
 - (c) Use humour constructively and appropriately.
 - (d) Adopt a low key approach, do not become a catalyst in any situation.
 - (e) Develop verbal skills and maintain a calm tone.
 - (f) Read situations and use preventative interventions.
 - (g) Refer for additional intervention if required.
 - (h) All rooms in school will have displayed student expectations posters for 'Ready, Respectful, Safe'. These will be frequently referred to when teaching and working with students. Lesson points will be shared with students prior to them leaving the lesson

14. Consider joining a professional association for insurance/legal purposes.

Provisions concerning the use of force to restrain students can be found section 550(A) of the **Education Act 1996**, as inserted by section 4 of the **Education Act 1997**. This provision was extended to include all schools by section 131 of the **School Standards and Framework Act 1998**.

Teachers, and all paid employees, have the statutory authority to discipline students whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

15. Confiscation of Inappropriate Items:

All students undergo daily search procedures on arrival at school. This process is well understood by students and enables the school to have a calm and orderly start to the day. It also ensures that students are safe and focused on learning during the school day. Staff in the green and purple pods have received training in relation to search methodologies from the Cheshire Police.

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a students' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they act lawfully. Once an item is confiscated, the member of staff must make an effort to keep the

property safe. The confiscated item must then be returned, at which time, the member of staff will document why the property was confiscated. Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Tobacco and propellants
- Drugs, alcohol and other stimulants
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school (e.g. mobile phones, chewing gum etc.)

Where appropriate, these items may be handed to the police.

The head teacher will decide whether it is appropriate to involve other outside agencies e.g. The police or social care team.

ALL STUDENTS MAY REASONABLY EXPECT:

1. To be treated with respect.
2. To enjoy the benefits of equal opportunity and equal access to learning experiences.
3. To be prepared for a full life in their communities, through the whole curriculum, skills and experience of the School.
4. To acquire an understanding of British culture and to consider their role in its maintenance and development.
5. To have a broad and balanced education that will equip them for entry into the World of work and give them a basis for further learning and training.
6. To be given an awareness of spiritual values, to gain knowledge of religious beliefs and to examine their significance for daily living.
7. To receive an impartial political education appropriate to participation in the life of a democratic society.
8. To be treated as responsible partners in their own education.
9. To be treated with understanding and compassion as individuals, receiving impartial counselling and guidance.
10. To receive regular reports on progress.
11. To be educated in safe, clean, comfortable and well-maintained buildings and to be supported by appropriate human and material resources.
12. For the School, to expect their regular attendance, positive attitudes to learning and their wholehearted involvement in all aspects of School life.
13. To enjoy a lead into a healthy, active lifestyle.