



# Three Towers

An Alternative Provision Academy

*Expanding Horizons*

## COVID19 Addendum Positive Behaviour Policy

Adopted: December 2020

Review: as required by statutory guidance

## 1. Introduction

As a school community we have a responsibility to make a positive contribution to stop the spread of the virus. The purpose of this addendum to the Positive Behaviour Policy is to provide advice and guidance to school staff and governors so that learners who are on site, travelling to and from school and who are working online to complete home learning tasks are safe, respectful and well behaved.

This addendum is underpinned by the Three Towers COVID-19 School Risk Assessment. In addition, we must also refer to our usual Three Towers principles and procedures which are detailed in our full on our school website ([www.ttapa.net](http://www.ttapa.net)) and include:

- Positive Behaviour Policy 2019-2020
- Anti-Bullying Policy

The policy will also reference the continually updated guidance provided by the DfE: <https://www.gov.uk/coronavirus>

## 2. Proactive Behaviour Management

We know our learners well and are able to foresee some of problems that could arise for some of the learners who will have been at a disadvantage by not being able to attend school for this extended period of time. Through contact maintained with our families during the national lockdown, careful planning of learning activities as well as whole school risk assessments we are able to provide a safe learning environment.

Each learner will attend a re-induction meeting where we will ask a number of questions to gauge what support will need to be in place for them when they return to education. At the meeting we will also look at how learners will manage the new routine so we can gauge the risks to themselves, peers, staff and parents when they return home.

Our approaches to behaviour remain the same and we will go through these expectations with parents/carers and learners during the learner's re-induction meeting.

## 3. Three Towers Code of Conduct

*This addendum policy builds on the key principles and expectations outlined in our Positive Behaviour Policy to make it even more important than it is normally. If we do not adhere to it then lives of both adults and learners are at risk.*

### Be safe

- We expect *learners* to follow our health and safety rules at all times and refrain from any behaviour or activity that is dangerous to themselves or others. This includes upholding our no smoking expectation.
- We expect *parents* to pay for damage caused by unsafe behaviour and support us in any disciplinary matters concerning safety.

- We expect *staff* to follow our health and safety policy at all times. If staff feel a learner's behaviour is unsafe they must immediately ask them to desist and use a gradual and graded approach to de-escalate the issues. It may be necessary for staff, using their judgment and knowledge from Team Teach training, to physically intervene to prevent significant harm.
- We expect *everyone* to follow our anti bullying policy. Bullying stops people feeling safe.

### Be respectful

- We expect *learners* to talk to staff, visitors, and each other using polite verbal and non-verbal communications. We expect that where this has not happened learners will discuss issues in meetings with staff to prevent further problems and repair relationships. We expect that learners will not disrupt the learning of other learners or cause damage to property, equipment or learning materials.
- We expect *parents* to set high standards for the way their children speak with staff and other learners and support us in any disciplinary actions where this is necessary.
- We expect *staff* to treat our learners with respect. We expect staff to have high expectations of learners' behaviour and achievement and to be positive role models.

### Be ready to learn

- We expect *learners* to be in lessons or other learning activities actively participating in learning throughout the day.
- We expect *parents* to send children in uniform and on time. We expect they will support us in disciplining their child for missing learning and help them complete any missed work. We hold parents accountable for their actions and the actions of their child through our home school contracts.
- We expect *staff* to ensure our lessons are engaging, highly differentiated and specifically targeted to help each child make progress from lesson to lesson. We expect that non-engagement will be challenged and worked through individually if necessary with the child concerned. We hold staff accountable for their actions and professional standards through performance management.

## 4. Adapting the code of conduct to promote good behaviour during COVID-19

### Non-Negotiables

#### Be Safe

##### Follow rules for Health and safety

- Wash your hands and use the hand sanitiser frequently when you:
  - Arrive at school and throughout the day;
  - Blow your nose, sneeze or cough;
  - Eat or handle food;

- Cover your mouth and nose with a tissue when you cough or sneeze and place the tissue in a bag and bin straight away;
- Follow all the signs around the school reminding you of social distancing;
- Keep a 1m distance from peers and 2m from staff where possible;
- Any deliberate non – hygienic behaviour will be treated with the utmost severity. Un-hygienic behaviour may include, but is not limited to:
  - chewing gum;
  - deliberately touching other people’s belongings;
  - fake coughing;
  - purposefully going against social distancing guidelines;
  - spitting;
  - throwing tissues around / on the floor.
  - any act which may increase the chances of transmission of the virus.

### Be in the right place at the right time

- Only enter the rooms designated for your lesson or activity;
- Only use your designated locker;
- Stay at your designated seat;
- If you feel unwell at any time please speak with a member of staff immediately.

### Be Respectful

- communicate in a polite way;
- do your best when taking part in your learning;
- listen when others are talking;
- respect everyone’s personal space;
- take care of the spaces you are working in

### Be ready to learn

- Arrive on time to school (Learners need to enter at the learner entrance) - there will be a team of staff to meet and greet you;
- Arrive at your lesson on time and leave only when you have been asked to by a member of staff;
- Ask for help if you do not understand any instructions or information that have been given to you.

## **5. Expectations when travelling to/from school**

We expect learners to follow social distancing rules outlined by the government when they are travelling to and from school. Whilst we cannot be there to ‘police’ this we would hope that parents will still encourage their child to stick to the guidelines. Staff will be present at the school gates as learners arrive and as they depart.

Learners will need to remember not to ‘greet’ their friends as they usually do. There must be absolutely no physical contact.

Groups of learners will have staggered finish times to avoid a ‘bottle neck’ situation.

If a learner is walking to school, they should walk in groups of no more than two and stay a safe, 2 metre distance from their peers. They should not congregate at the shops or on the corners - they should come straight to school and leave school in the same orderly fashion. They should not wait for friends.

If any learner or group of learners is found to be flouting this rule on more than one occasion then as was previously mentioned, we will have no choice but to consider a re-evaluation of the learner's risk assessment and provision.

We will encourage parent/carers who are dropping off and collecting learners to maintain their distance.

## **6. Virtual Learning Behaviour Guidance**

Learners are held responsible for their behaviour. Disruptive or abusive behaviour will not be tolerated at any level. On the extremely rare occasion, that disruptive behaviour becomes regular parents/carers will receive a call from school about the learner accessing lessons in the future. All lessons will start with the expectations of the lesson outlined by the teacher leading the lesson.

All learners must behave in a respectful, considerate and kind manner when they are accessing the online learning. They must listen to and take direction from their teacher when on the lesson.

If a learner demonstrates behaviour that the teacher deems to be unacceptable or inappropriate the teacher will follow these steps:

- warn the learner that their behaviour is unacceptable and that they will be removed from the lesson if any other inappropriate comments are made, they will be removed from the lesson;
- remove/delete the comment.

If the same learner posts another comment/image that is deemed inappropriate then this learner will be removed (this is the consequence) the parent must be contacted and informed that their child was removed from the online lesson and why. It must be agreed with the teacher that the learner is allowed back into the online lessons and rules agreed with parent, learner and teacher.

Learners are expected to participate actively in lessons and complete tasks to the best of their ability. Teachers will provide encouragement and we expect learners to try their very best.

## **7. Vocational Placements**

This policy applies to all vocational placements. If learners fail to follow the routines and procedures in the placement they will be immediately removed from placement and excluded for the rest of the day. This will prompt a review of the learner's risk assessment and could jeopardise their chance of returning to the placement.

## 8. Rewards for Positive Behaviours

The usual rewards system of Class Charts will be used as a way of rewarding learners.

## 9. Consequences

### 9.1 Changes to Provision

In the event that the behaviour of a particular learner or learner(s) seriously inhibits the learning of others, or the ability of teachers to teach, or where behaviour is dangerous, highly offensive/discriminatory, or potentially puts others at risk of harm there will be consequences put in place. A review of the learner's risk assessment and provision will also take place.

### 9.2 Exclusions

The Headteacher may have to consider a fixed-term exclusion or in extreme cases, permanent exclusion.

The new regulations change some of the procedures that must be followed in relation to an exclusion, to give greater flexibility to schools, parents and local authorities during the coronavirus (COVID-19) outbreak. They apply to all maintained schools, academies (including alternative provision academies but excluding 16 to 19 academies) and learner referral units (PRUs). These regulations are in force from June 1<sup>st</sup> 2020 to September 24<sup>th</sup> 2020.

DfE Guidance can be found at: <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

### 9.3 Use of reasonable force

This should not be used unless there is immediate danger of injury. Specified staff in school are trained in Team Teach and it is recommended that these staff members are called upon to assist where needed. We may need to make 'contact' with a learner in order to ensure that we have maintained our duty of care towards a learner to prevent a learner causing harm to themselves or others.

If an alternative method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

A risk assessment has been undertaken for all learners with an EHCP. This will allow the school to determine risks and decide if it is safe for learners requiring physical intervention to be safely accommodated in school. For those accessing site, their risk assessments can be reviewed if we feel that a learner becomes too high risk to be on site at a later date.

Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:

- be able to change clothing immediately after the incident;
- take a shower immediately, at home if necessary.

Following the restrictive physical intervention, the learner will be isolated and parents/carers will be informed of the incident and advised to collect their child. Following a risk assessment and a discussion with learner and parents/carers, the learner should return to school unless it is deemed unsafe to do so. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.

Serious incidents involving the use of force will be recorded and reported to parents/carers. In deciding what constitutes a serious incident, the Headteacher will use their professional judgement and consider the following:

- learner's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the learner or member of staff;
- the learner's age.

#### 9.4 Screening, Searching & Confiscation of inappropriate items and ground to search.

This will be carried out in line with statutory guidance. Staff carrying out a search will wear PPE.

#### 10. Review and adaptation

TTAPA will keep the arrangements detailed in this addendum under review. Risk assessments for individual learners will be monitored and updated by relevant pastoral and Inclusion staff.

Amendments to operational procedures will be made as required and will be clearly communicated to all staff and learners.