

Behavioural Support – Post Covid

Our Covid Risk Assessment details a range of measures put in place to keep staff and students safe in school. This includes the introduction of designated year group bubble blocks, coloured lanyards for clear identification of year groups, the wearing of face coverings when inside the school building as well as sanitising stations in classrooms and entry points to ensure strict hygiene measures are maintained. This information has been shared with parents and communicated to staff on the September training days. Students have also received a 'student friendly' version of this information via tutors on the first day of term with a reminder as part of an extended tutorial on their return to school post lockdown in the Spring term.

Below are expectations of students in relation to behaviour to promote safety of both staff and students during this time:

1. **Students should remain in their specific, designated areas within school. This includes entering in their allocated gate.** For students who are deliberately breaking their year group bubble, staff should:
 - Have a socially distant discussion and, in line with our positive approach to behaviour, remind the student of the expectations in keeping them safe and encourage them back to their designated area. The staff member may wish to walk the student back. Our key principles of a positive approach and high expectations with regards to behaviour will continue to underpin all action taken.
 - If the student refuses to agree to this, the member of staff should use the purple card system in school and inform the office where a senior member of staff will remove the student to the appropriate pastoral office.
 - SLT/ HOY will speak to the student about the importance of staying within their bubble and work with the student and, where appropriate, the parents in ensuring that students/ parents understand the bubble model and the importance of maintaining the integrity of this in school.
 - If SLT/ HOY feel that it is better for the student not to return to the class that day, the student is to remain in the HOY office, within the designated bubble, where work will be provided by relevant teaching staff for the remainder of that day. This will be monitored over the following few days by HOY.
 - If a student is persistently moving out of the designated area for their bubble, the HOY should work closely with both the student and parents to resolve this issue. This could include setting up a socially distant meeting with parents or placing the student on a Pastoral Support Plan. As a last resort, the student may be asked to work at home where work will be set remotely, on the understanding that the student can return when they are understanding and accepting of the needs to follow our guidelines and remain in their year group bubble area.

2. **As part of their daily routine students should all wear a coloured lanyard at all times onsite.** Colours are designated to each year group and allow staff to easily identify students within their year group bubbles. Tutors will regularly check that students are wearing their coloured lanyards and, in line with our uniform policy, will use SIMS/email to report anyone who persistently isn't wearing this. HOY/AHOY to speak to student and inform parents if this

continues. HOYS have spare lanyards to loan where appropriate. Lanyard must be visible and not worn under hoodies or sweatshirts, in back pockets, around wrists etc.

- 3. All students (except those with a medical exemption) should bring a face covering to school and wear this as soon as they enter the school building.** All staff will be proactive in reminding students of the requirement to always wear face coverings when inside the school building, unless eating. If a student isn't wearing their face covering, teachers will prompt them, in a positive and non-confrontational way, of the importance of wearing this to protect themselves, and staff around school. All year groups have a supply of face coverings for those students who forget or are unable to source face coverings. Tutors will check this every morning as part of their daily routine and inform HOY/AHOY by email if a student needs a disposable face covering for the day. Parents have been asked to provide two face coverings to promote all students to carry a spare in case of loss or damage. Students who persistently forget their face covering or refuse to wear one, the HOY will speak to parents to explain the rationale for our approach in an attempt to resolve this promptly. The HOY will discuss any serious issues around students refusing to wear face coverings with SLT who will speak to the student involved. Any student who is exempt from wearing a face covering will be supplied with a discrete badge to wear on their lanyard. Relevant HOY to inform all staff of students who are exempt via e mail.

School responsibilities

- 4. Staff will continue to encourage good behaviour and set high expectations for students.** As outlined in our Behaviour Policy, if a student's behaviour is deemed inappropriate in a lesson, the class teacher will continue with the protocol of:
 - A verbal warning
 - Asking to see the student outside briefly, at a safe distance
 - Asking to see the student at the end of the lesson briefly, when appropriate and at a safe distance
 - Liaising with HOD in asking student to work in an alternative classroom within the bubble for the next lesson

Purple card can be used by staff where more extreme behaviour is displayed, where learning is being disrupted, or there is a concern around safety.

Students, as always, must ensure that they are respectful and tolerant to each other. HOYS/ AHOYS will work closely with any students not sanitising their hands, forgetting to wear their face coverings, breaching social distancing protocols or creating scenarios which involve faking Covid-19 symptoms to purposely cough on another student or staff member.

Wellbeing and SEMH students

All students have received regular advice from the school councilor about practical strategies to support their mental health and wellbeing during this time including a 'return to school' wellbeing booklet over induction both in September and March.

Teachers have been made aware of the need to identify certain students who may have had a difficult experience during lockdown. SEND/ AEP department and pastoral teams have identified a small group of students who may need extra support on their return to school and have implemented the following measures:

- A designated key worker has been assigned who will meet frequently with the student and work closely with their family to promote a positive start to their learning
- A support room has been made available within each bubble where support and intervention sessions will take place
- This support room will also be available along with key support staff during break and lunch time
- SEMH provision for Years 10 and 11 with a small cohort of students focused on reengagement
- Inclusion on motivational trips/ visits as part of our PP provision
- Positive rewards for attendance
- Praise postcards to be sent home
- Support and advice from outside agencies, such as the Attendance and Placement Service and the Educational Psychology Service
- Continuation of an alternative curriculum for those students who may struggle to access mainstream delivery of subjects
- Pastoral meetings to discuss year groups, as a whole school collaborative
- Personal Development Programme delivered during tutorial with a focus upon positive mental health
- Recruitment of a 'catch-up co-ordinator' who will work with individual students who need focussed curriculum support as a result of lockdown restrictions/ barriers

Students with SEMH will be supported using the strategies above which take into consideration their personal needs. However, due to the health and safety of all staff and students, there is an expectation that SEMH and Year group bubbles are strictly adhered to. If there is repeated resistance to this, the protocol outlined in section 1 will be followed.