

This addendum to the 'Behaviour for excellent teaching and learning September 2019 policy' is for use during the arrangements for education of children in school during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the full Behaviour for Excellent Teaching and Learning policy, AntiBullying statement and our Child Protection policy (Covid 19 addendum).

Covid-19 Behaviour policy additions:

- Upon returning to Olney Middle School, children will need to follow certain differences to their daily structure/routine. The school day will begin with a flexi registration from 8:20am - 9:00am. There will be split entrances with clear signage in place for all groups. All children in classrooms will stay in their base for most of the day. The school day will finish earlier (2:45pm) and on Friday at 11:45am with staggered exit times.
- Children are encouraged to regularly wash and sanitise their hands throughout the day and especially before meal times. They will not be allowed mobile phones for hygiene reasons.
- Children are only able to socialise with other children in their class 'bubble' whilst at school and they must follow social distancing guidance when doing so.
- When moving around the school, there will be markings of rows in every corridor to ensure children remain appropriately distanced. In classrooms, there will be marks on the floor for children to line up their chairs safely.
- Clear expectations will be communicated to children about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- Children are activity encouraged to tell an adult if they are experiencing symptoms of coronavirus. This message is to be passed on by teachers each day to the children and the school has an isolation room, should this need to be used.
- The children cannot bring reading books/book bags/diaries in to school. Children are asked to treat their own equipment like it was their lunchbox and not share. Children will come in PE kit to ensure no extra equipment is needed.
- Children will eat lunch in their classrooms and then have a clear area for their 'bubble' to play in outside; 4 groups will have space on the field, 2 groups in the ball court and 2 in the playground. There will be a shorter playtime for all.
- Children will be encouraged to use the toilets in an appropriate, sanitary way. They will only be allowed to visit the toilets one child at a time. The blocks of toilets will be split so that not too many children are using the same facility.
- Housepoints will still be used as a reward tool, however class teachers are to put tokens in cylinders so children do not have to handle tokens.
- Clear rules about coughing or spitting at or towards any other person are outlined in the rewards/sanctions addendum and children will be clearly told that - 'Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.'
- There is a new addendum outlining clear rewards/sanctions for children at home about conduct in relation to remote education.
- Olney Middle School will identify any reasonable adjustments that need to be made for students with more challenging behaviour.

Olney Middle School – COVID 19 Behaviour Policy Addendum (Children attending school)

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Category	Dealt with by	Concern examples	Possible Action(s)
Stage 1	Teacher onsite	-Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation. -This could include rudeness, disrespect or not following instructions. -Forgetting to follow social distancing guidelines - Swinging on chair - Not listening	<ul style="list-style-type: none"> • Conversation with child which could include a verbal warning, moving seats (if safe to do so) and other behaviour management strategies. • Reminder of CARING values. • The teacher ‘look’/glare. • Remind them of what could happen if they continue with the negative behaviours.
Stage 2	Teacher onsite	Repeated instances of “Stage 1” or: - A single use of offensive language (not towards staff). - Abruptness towards staff. - Unsafe behaviour during the partial closure (this could include not following instructions) - Throws an object on purpose - Kicks out at equipment	<ul style="list-style-type: none"> • Conversation(s) with child(ren) which could include a verbal warning, moving seats (if safe to do so) and other behaviour management strategies. • Contact with child’s parents/carers. • Concern logged on Emerge • On site SLT informed. • Timeout in Music Room with Mrs McCabe-Smith

Stage 3	SLT	<p>Repeated instances of “Stage 2” or:</p> <ul style="list-style-type: none"> - A single use of offensive language towards staff. - Inappropriate comment about any member of staff in school. - Any use of racist, homophobic, bullying, discriminatory language/behaviour. - Physically hurts another child, - Emotionally hurts another child, 	<p>SLT member in school may adopt one or more of the following actions:</p> <ul style="list-style-type: none"> • Phone call home. • Temporary suspension of child access to emails/learning platforms. • Logging of incidents on to Emerge as applicable. • Logging of incidents on Safeguard Software as applicable. • Implementation of personalised behaviour plan where necessary. • Referral to headteacher if: 1) The issue would usually result in a fixed term exclusion. 2) If staff believe that a referral to MASH or another agency is necessary. 3) A continuation of problematic behaviour after AHT intervention.
Stage 4	SLT	<p>Referral to SLT if:</p> <ul style="list-style-type: none"> -Issue would normally result in a fixed term exclusion. -If staff have indicated that a police or social services referral is necessary. -Any comment towards staff that could be construed as inappropriate or sexualised -Repeated use of racist, homophobic, bullying, discriminatory language/behaviour. -Deliberately breaks social distancing guidelines 	<p>SLT will carry out one/several of the following, in consultation with the Headteacher.</p> <ul style="list-style-type: none"> • Phone call home to discuss issue with parent/carer and child. • Temporary/longer term suspension from learning platforms, emails. • Log incident on Emerge. • Log incident on Safeguard Software if applicable. • Implementation of personalised behaviour plan where necessary. • Referral to police and/or other key agencies such as social services (MASH). • If child is deemed MORE ‘at risk’ studying at school, a temporary suspension from attending school may be considered. This would be carried out in liaison with all relevant active agencies.

Olney Middle School – COVID 19 Behaviour Policy Addendum (Remote learners)

This addendum to the ‘Behaviour for excellent teaching and learning September 2019 policy’ is for use during the arrangements for education of children accessing learning resources from home during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the full Behaviour for Excellent Teaching and Learning policy, AntiBullying statement and our Child Protection policy (Covid 19 addendum).

Category	Dealt with by	Concern examples	Possible Action(s)
Stage 1	Virtual class teacher	<ul style="list-style-type: none"> • Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation. • This could include rudeness, disrespect or not following instructions using Google Classroom 	<ul style="list-style-type: none"> • Child should be given a warning and reminded of behaviour expectations while accessing remote study. • Telephone/email home. • Concern logged on Emerge.
Stage 2	Year team leader	Repeated instances of “Stage 1” or: <ul style="list-style-type: none"> • A single use of offensive language (not towards staff) on Google Classroom • Abruptness towards staff on Google Classroom or during home phone call. 	<ul style="list-style-type: none"> • Telephone/email home. • Concern logged on Emerge. • Temporary suspension from accessing school email. • Posting privileges removed from Google Classroom
Stage 3	SLT	Repeated instances of “Stage 2” or: <ul style="list-style-type: none"> • A single use of offensive language towards staff. • Inappropriate comment about any member on any online platform. • Any use of racist, homophobic, discriminatory, or bullying language/behaviour. • Any attempt to contact or “friend” staff on social media. 	SLT may adopt one or more of the following actions: <ul style="list-style-type: none"> • Phone call home. • Temporary suspension of child access to emails/learning platforms. • Temporary daily contact via telephone to parent by SLT. • Logging of incidents on to Emerge as applicable. • Logging of incidents on Safeguard Software as applicable. • Implementation of personalised behaviour plan where necessary. • Referral to Headteacher if: 1) The issue would usually result in a fixed term exclusion. 2) If SLT believe that a referral to police or another agency (MASH) is necessary. 3) Any comments towards a member of staff that could be construed as inappropriate or

			sexualised. 4) A continuation of problematic behaviour after SLT intervention.
Stage 4	SLT	<p>Referral to SLT if:</p> <ul style="list-style-type: none"> • Issue would normally result in a fixed term exclusion. • If staff have indicated that a police or social services referral is necessary. • Any comment towards staff that could be construed as inappropriate or sexualised – no matter how minor it may seem. 	<p>SLT will carry out one/several of the following, in consultation with the Headteacher</p> <ul style="list-style-type: none"> • Phone call home to discuss issue with parent/carer and child. • Temporary/longer term suspension from learning platforms, emails. • Work printed and paper copies sent home. • Daily contact via telephone to parent by the SLT. • Review with parents and agree an action plan before re-instating learning platforms and re-issuing school email access. • Log incident on Emerge. • Log incident on Safeguard Software if applicable. • Implementation of personalised behaviour plan where necessary. • Referral to police and/or other key agencies such as social services.