

<b>The Marlborough Science Academy COVID-19 school behaviour policy Addendum</b>	
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<b>Responsible Governing Body Committee:</b>	<b>Personnel</b>
<b>Policy type:</b>	<b>Addendum</b>
<b>Date of Origin:</b>	<b>15<sup>th</sup> May 2020</b>
<b>Date shared with staff</b>	
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Review Due Date	Review Completed	Amendments Y/N
To be reviewed regularly according to changing DFE guidance.		

In particular this addendum should be read in conjunction with the:

1. Children in Care Policy
2. Internet and Network Usage Policy
3. Professional code of conduct
4. Child Protection and Safeguarding Policy
5. Whole School Behaviour Procedures SP23
6. Teaching and Learning Policy GP38
7. Equal Opportunities GP09
8. Anti Bullying Policy GP15
9. Special Education Needs Policy GP21

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## Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children that the school determines as vulnerable. The school will determine who falls under this criteria and will exercise an element of choice and flexibility in who they determine as vulnerable. This provision is also for children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of The Marlborough Science Academy Behaviour policy contains details of our modified behaviour code to take into account the health and safety aspects of the current situation, and should be read in conjunction with schools behaviour policy and procedures:

### **1 Purpose**

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment and discrimination

Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

## **2 Acceptable and unacceptable behaviour (on site)**

Marlborough believes strongly that acceptable behaviour is one which promotes a learning ethos. It also believes courtesy, co-operation, consideration and care for the learning environment from all students is important in helping to create this ethos. This remains at the core of our schools commitment to acceptable behaviour and will be maintained throughout the current crisis.

In the spirit of this ethos students will be given a new set of instructions pertaining to the expectations surrounding health and safety at school.

Examples of unacceptable behaviour that breaches the health and safety expectations include;

- Failure to comply with the schools arrival and departure system.
- Refusal to follow the entrance and exit instructions to classrooms relating to social distancing or hygiene, such as handwashing and sanitising.
- Entering any out of bounds area including a classroom space other than the one designated.
- Persistent defiance of the one-way systems.
- Deliberate or malicious defiance of the schools two metre rule including the sharing of equipment, drinks bottles or mobile phones.
- Inflammatory comments relating to the spread or contraction of Covid 19 that may be upsetting or cause others to worry.
- Deliberate or persistent refusal to maintain personal hygiene including coughing or spitting at or towards any other person.
- Refusal to remain in the designated seating plan.

The above is not an exhaustive list and any student who is unable to maintain these health and safety expectations may be asked to engage in online learning from home for a fixed period of time or may face sanctions in line with the schools behaviour and exclusions systems.

## **3 Acceptable and unacceptable behaviour (online)**

When interacting with other students and staff online students should continue to keep in mind the five core values of Dignity, Kindness, Compassion, Courage and Endeavour. Students should always employ these values and maintain a respectful and professional rapport with staff during any online learning.

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 and could result in a referral to the Police or other appropriate sanction. This is also the case for any online bullying towards other students or peer-on-peer abuse that is disclosed to the Academy.

Examples of unacceptable behaviour online includes, but is not exclusive to;

- Behaviour or comments that do not reflect the expectations in a normal classroom situation.

- Disrespectful or inappropriate comments in a live lesson or in writing.
- Taking screenshots or recording live lessons.
- Recording, downloading or taking screenshots of any recorded lessons.
- Refusing to follow an instruction or mute their screen when asked to do so.

Students may be requested to leave an online lesson for breaches of the online expectations, or may have their comment privileges on google classroom revoked and may be required to attend the live reintegration room lessons for a set period of time.

#### **4 Recognition and Rewards**

Marlborough promotes good and improved behaviour through our rewards system, which we have modified for the purposes of maintaining social distancing. This includes the following:

- Praise and positive feedback delivered aurally or through google classroom and Edulink.
- Community points at post16
- Headteachers postcards
- Pinkies and associated prizes
- House Points
- Letters to parents and carers
- Positive Governor Panel meetings delivered through an online meeting system
- Form prizes delivered directly to a students address
- Individual prizes delivered directly to a students address

#### **5 Interventions**

At present with the exception of the headteachers office where social distancing can still be maintained at a suitable level all other pastoral and interventions meetings will take place in an empty classroom. Such interventions include;

- Counselling
- Sanctuary interventions
- Check ins
- Pastoral and curriculum interviews
- Meetings with external agencies

#### **6 Investigating student incidents**

In the current climate we need to ensure that students and staff maintain social distancing and that paperwork, and equipment is passed from person to person as little as possible. Therefore the following amendments will be made.

- Student interviews following an incident will take place in a venue capable of maintaining a 2 metre distance.
- Statements collected by students will now be done through an electronic system and sent to the relevant pastoral assistant for processing.

## 7 Use of exclusion

Exclusions will continue to be implemented as outlined in the schools behaviour policy and procedures with the following additions;

- A deliberate act of vandalism that affects the schools ability to maintain the health and safety standards within the school, such as damage to hand sanitising stations or toilet facilities.
- Any deliberate or malicious breach of the schools social distancing rules.

Any readmission meetings, appeals or governors' disciplinary committee meetings will be arranged via a video call within the new time requirements as outlined in the government's recent update to exclusions guidance which can be found at the following web address;

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

### Monitoring, Evaluation and Review

The academy will review this addendum upon any changes and updates made to the DFE guidance and assess its implementation and effectiveness. The addendum will be promoted and implemented throughout the Academy, by being shared with all staff and governors and inviting their comments and acknowledgment of reading and understanding the information above in the same way as KCSIE.

Signature  
Headteacher

Date:

Signature  
Chair of Governors

Date:

Signature  
DSL

Date: