



Delce Academy COVID-19 school arrangements for Behaviour

(to be read in conjunction with the Behaviour Policy- below)

This addendum of Delce Academy's Behaviour policy contains details of our individual arrangements around behaviour.

Supporting children in school

"A learning community's well-being has a lot to do with the quality of relationships, cohesion, inter-dependence and belonging."

Delce Academy is committed to create a safe and secure learning environment for all children so that they are able to make a positive contribution towards their own learning and that of others

Delce Academy will continue to be a safe and secure place for all pupils. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximize safety. Children who need a high level of support due to their SEMH needs will continue to have this to ensure safety for themselves and those around them.

Delce Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

Support from the Multi-Academy Trust

The Inspire Partnership Academy Trust (IPAT) Central team are available for advice and support as required.

Behaviour support in school during Covid-19

At Delce Academy all staff follow the behaviour policy shown below.

It is vital after this period of dramatic change for staff and pupils that clear preventative measures are in place to motivate pupils to exhibit appropriate behaviour at all times. The recovery curriculum an essential part of this.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

In light of ensuring measures are put in place to keep both children and adults safe we endeavour to be very clear about our expectations. Changes will be

put in place particularly in regard to transitions, moving around the school and hygiene practices. Teachers are responsible for the pupils in their class/bubble and ensuring that these safety practices and procedures are met. If pupils are not following these expectations then the steps listed below should be followed:

- Reminders of expectations given
 - GTBG verbal warning
 - GTBG yellow warning card
 - GTBG red card given – 15 mins loss of break or lunchtime on playground with member of staff from bubble
 - GTBG Purple card – SLT to be contacted by telephone or radio and advice sought
 - Exclusion
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- Biting and spitting at staff or other pupils is not acceptable
 - Any incidents of this will be brought to the attention of SLT straight away
 - Staff will not put themselves or anyone in harm's way
 - Any incidents of spitting or biting or harming another person will be taken very seriously and will lead to consequences in line with our school behaviour policy.