

Addendum to Oasis Academy Brightstowe Behaviour for Learning Policy- September 2020

Good student behaviour and positive attitudes to learning are crucial. This addendum lists temporary changes to the main Oasis Academy Brightstowe Behaviour for Learning Policy following the return from Covid-19 to ensure that students settle back into school successfully and catch up rapidly.

Context

- COVID-19, the lockdown experience and national guidance around how schools must operate from September 2020 pose a variety of challenges and opportunities for us all.
- The Academy will continue to have the **highest expectations** in terms of behaviour as we know that is a key lever in learning and ensuring that our students remain safe and happy.
- Much of the existing behaviour policy remains in place. This addendum lays out the changes and adaptations that are necessary for September until a point in the future when we may return to 'normal'. Anything not covered in the Addendum remains in place as before.
- Staff flexibility, adaptability and emotional intelligence are essential as we all adjust to the challenges ahead. Refinements to the policy are inevitable once we all come together for the new academic year.
- Safeguarding for students and staff are the primary consideration in all decisions that are made, alongside a commitment to support our most disadvantaged and vulnerable students.
- Staff vigilance and commitment to duties are essential.

Lever 1: Vision and values

- Never have our values been so important. Staff, students and families have experience unprecedented circumstances. If we remain true to our values and place them at the heart of every decision made, we will keep the most important facets of our work and systems at the heart of everything we do.

Brightstowe Vision is:

We believe that any child can learn anything, if they are taught well, work hard and feel loved. **Our teachers excel. Our students aim high. Our community works as one.** We are Team Brightstowe.



Lever 2: PD curriculum

- We take supporting the mental health of our students seriously – this is reflected in the development of a Wellbeing unit within the academy. The wellbeing unit acts as a hub for support and training for students through partnership with; CAHMS; North Bristol Hub; Counselling providers; Off the record and NHS services. In addition students have access to 1:1 and small group support on topics such as self-harm; self-esteem; building healthy relationships and bullying.
- Our curriculum embeds and progressively builds on over time to develop pupils understanding of their character learning through assemblies, explicit teaching, classroom rewards, lesson reflections and



curriculum activities designed to promote learning within a characteristic. These will be revisited and refreshed in September further than usual to remind children about our focus and given them language to talk about their experiences and circumstance and talk about how lock down affected them.

- The PSHCE curriculum has been redesigned and now each week our students have 'BRIGHT lectures'. These provide an opportunity for students to reflect on how they can be beautiful, resilient, independent, have a growth mindset, make healthy choices and work well in a team. These qualities are taught during the BRIGHT lectures and through our tutor programme. The school day has also been redesigned and this allows us to particularly focus on a catch-up curriculum programme for year 11 learners. We have additional time at the start of the day to ensure that we can focus on study skills, CEIAG and RHSE.
- In addition we have now planned a programme of e-safety training so that our students understand how to remain safe and behave in a responsible manner when working from home. These are skills that they will need for life but particularly during the coming months with subsequent lockdowns possible.

Lever 3: Systems and structures

Classroom behaviour systems

- Expectations and behaviour systems for the classroom remain exactly as before with the exception that teachers must maintain a 1-metre distance from students, affecting some of the golden rule strategies they may previously have deployed.
- Golden rule strategies should be employed to head-off low level disruptive behaviour as normal- with additional staff training for this in September to ensure consistency due to possible increased frequency following return.
- If a student continues to make poor behavioural choices, disrupting the learning of others, they should be given a 'Verbal Warning', warning them that a consequence will be issued if they choose to continue. This will be recorded in a visual space such as a white board.
- If a student continues to misbehave, disrupting the learning of others, staff should issue a 'verbal Warning 2'. This will act as their final warning. This will be recorded in a visual space such as a white board.
- If a student continues to disrupt the learning of others then the student should be sent directly to the Removal Room. The student will spend the rest of the lesson in that room completing work set by the referring teacher.
- Students highlighted by the well-being lead and pastoral team will be able to use the appropriate HOY office for reflection of their behaviours and triaged by the AHOY/HOY as to the best course of action.
- This will be recorded on Bromcom and appropriate staff alerted. This will minimise any need for paper-based resources and unnecessary emails.
- Students should only be allowed out of lessons on the very rare occasions when they need to use the toilet.
- If a student is unwell, and you cannot summon help, they can be accompanied by one student Reception.
- Any student showing potential COVID-19 symptoms will be placed immediately in Medical room and staff must wear PPA if in the room with them.
- Every opportunity must be taken to reward students with verbal praise and Bright Pounds – all Bright pounds are to be recorded electronically.
- The use of scripting and consistent application of the behaviour system are more important than ever.



Removal Room

- The Academy will remove the RTL room and replace this with a Removal Room
- From September it will be situated in the assembly hall.
- Students will be socially distanced and will work in silence as before until the end of that lesson.
- Students highlighted by the well-being lead and pastoral team will spend a given time with the well-being team and will return to lessons once the well-being lead deems it appropriate.

Compulsory Restorative Meeting

- Any student that has been sent to the removal room will complete a compulsory restorative meeting with the member of staff who sent them after school.
- These will be completed with the support of their HOY and/or AHOY
- All students will be expected to complete a reflection sheet before/during/after the meeting.
- Students will spend up to 30 minutes completing these

Internal Exclusion Room (IER)

- Where a student's behaviour has been deemed 'out of the care and control of the academy' they will be placed in the IER for up to 3 days depending on behaviour type and repetitiveness of behaviour types
- The IER will be staffed by members of ALT
- Students will be socially distanced and will work in silence

Physical Intervention (Team Teach)

- All staff are trained and clear on de-escalation processes and how to avoid PI. Normal procedures in place to thoroughly record and investigate each PI incident including keeping a record for contact to ensure compliance with Track and Trace can be followed if there is a positive C19 test from anyone involved.
- Staff training in September will include additional focus on behaviour management strategies and specifically de-escalation. For any staff unhappy to engage in PI then several staff are 'team teach' trained and will support any PI needed.
- As per normal practice, the incident will be investigated fully, recorded and trigger points
- *Staff should only use PI if they feel the student is at risk of causing harm to themselves, causing harm to others or damaging to property.*

Lever 4: Staff development

All school staff have been provided with training that is specific to the academy Covid19 response. This includes but is not limited to; classroom standards and routines; behaviour expectations in the corridor and student expectations during unstructured time. Training and guidance has been provided to all duty staff so that they are able to effectively supervise and support students during key transitions in the academy day.



Drawing upon national best practice staff have been trained in ACEs and we have integrated a trauma informed approach to our behaviour management systems and structures. The rationale and key techniques have been shared with staff. Ongoing CPD is being delivered through weekly middle leader forum and weekly whole staff training. The focus of the training is on inclusive practice and we have increased opportunities for collaboration between pastoral and academic teams so that we can share best practice, refine our new systems and continually improve the provision for students.

In term 1 we are training a team of staff who will lead on the national OCL training programmes; grief and loss; Mentally Healthy schools. In addition we are at the forefront of the OCL training related to trauma informed practice (TIF), the Deputy Principal is leading this development within our academy and others across the region.

Staff development continues to be a priority and we continue to support staff development through the use of PAS PRO coaching. New staff; NQTs and RQTs in particular will receive coaching and support so that they develop into outstanding practitioners.

