



Behaviour policy: Coronavirus addendum
Version 2
September 2021

	Version 2.2
Approved by Governing Body	Sept 2021
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Key Individual	Senior Assistant Headteacher

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1. Scope and context

This addendum applies until further notice.

Unless covered in this addendum, our normal Behaviour Policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

Throughout this policy there is reference to the term, 'Year Group Bubble'. **These will be loosely maintained and under review as we return to school in September 2021..**

At the Archer Academy, the term 'Year Group Bubble', means:

The organisation of students into year groups for, social time and activities. These groups are formally identified by age and will remain loosely in place in zoned break time spaces and the dining room.

Students will be taught in these groups and socialise in these groups at breaks and lunchtime.

Each year group bubble will continue to use assigned areas of the school and toilets

How will year group bubbles work?

- Year group bubbles will continued to have staggered arrival and dismissal times from school but the stagger times are now reduced
- Year group bubbles will continue to line up in allocated zones before lessons
- Year group bubbles will have slightly staggered break and lunch times
- Year group bubbles will remain the same for breaktime and lunchtime and students will be assigned a zoned area to socialise in
- Year group bubbles will continue to have allocated toilets
- Some lessons will continue to be 2 hours long to reduced movement around the school site
- All year group bubbles will continue to use the school one way system at all times

We recognise that students are keen to mix and socialise and there will be some opportunities for this to be incorporated into school life. Year group bubbles will be reviewed across the academic year as we review the impact of the spread of the virus as we return to school. Students may loosely mix in the corridors, detentions and student meetings for example.

All parents and students will be required to read and sign the updated Home School Agreement which supports this policy.

If parents have any questions or concerns they should contact:

Mrs Mahoney, Senior Assistant Headteacher

All lessons will be delivered physically, face to face.

In the case of any future period of whole school closure, or a student required to shield, the education for students will be delivered through a blended approach. This blended model of teaching and learning could include:

- Physical provision – lessons taught by teachers in school
- Remote provision – lessons set remotely by teachers on MS Teams or SMH for students to complete independently, as self directed study

- Virtual provision – lessons taught online, using MS Teams, by the teacher and/or form tutor as scheduled times, in line with the main school timetable. (only in case of whole school closure)

2. Expectations for students in school

2.1 New rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently. Students will be introduced to these expectations in advance of returning to school and supported in meeting them through their start of term induction programme.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mrs Mahoney, Senior Assistant Head Teacher Pastoral and Wellbeing, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements and secure reasonable adjustments, as appropriate, with them.

Specific school rules during this period refer to:

Altered routines for arriving or leaving the school – including staggered arrival and dismissal times based on allocated year group bubble and lining up.

Students will be asked to arrive at school over a staggered time period in the mornings and should not congregate at the gate or in the local area to be respectful of local residents. The Archer Academy staff will be on the gate before lessons start to support a calm and safe arrival to school.

Students should come straight through the gate at their allocated time following the one way system signposted throughout the school. They will then be asked to line up, (Lower school) or make their way straight to class (Upper school) at their allocated times.

It continues to be very important that students are punctual to school in time for their year group line up.

Students will continue to have a staggered dismissal at the end of the school day

Year group bubble arrival times:

Year 7	8.10-8.20am
Year 8	8.10-8.20am
Year 9	8.20-8.30am
Year 10	8.10-8.20am
Year 11	8.20-8.30am

Hygiene, such as handwashing

Each classroom will have its own hygiene box and students will be asked to clean their hands.

There is no longer a requirement to sanitise desks and equipment frequently.

Students will be expected to:

- clean their hands more often than usual and wash them thoroughly for 20 seconds with running water and soap and drying them thoroughly; or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- sanitise their hands on entry and exit to the school buildings
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- one way system and zones, timetables (such as staggered break times) and creating year group bubbles.

Face Masks

Students and staff will continue to be asked to wear face masks in communal areas and when moving about the school campus. Students should remove their face mask when eating or drinking. Students are not required to wear their face mask in the classroom but may choose to. This is to ensure that we are taking every step to secure the safety and well being of staff and students.

Students should carry a reusable face mask and a spare. Students should follow the instructions given on how to remove and store their face mask safely and sensibly. We are happy that students wear a face mask of their own choice, (coloured or patterned) but it must be a proper face mask, not a scarf or bandana and should be appropriate for the school environment (not intimidating, no scary faces for example).

Moving around the school (e.g. one-way systems, out of bounds areas, queuing)

Students will continue to follow the school one way system. Students continue to not be able to move around the building without permission

There will be a clear one way system signposted throughout the building that students must continue to follow respectfully.

Students should wear their face mask.

Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands

Students should not be in school if they have coronavirus symptoms. If students do need to cough or sneeze they should cover their mouth and follow the ('catch it, bin it, kill it') guidance. Students will be asked to sanitise their hands in such circumstances.

Coughing or spitting at any member of the school community will be considered a very serious breach of our behaviour code and social distancing guidance. In such circumstances the student would be removed from circulation and sanctioned appropriately.

Telling an adult if they are experiencing symptoms of coronavirus

Students will be expected to report to a teacher if they have symptoms of coronavirus and they will be collected by the oncall first aider.

If anyone becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#). They can book a test [book a test on the NHS website](#).

If a student is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the student and with appropriate adult supervision if required. If it is not possible to isolate them, they should be moved to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the student while they await collection if a distance of 2 metres cannot be maintained (such as a child with complex needs).

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

Sharing any equipment or other items, including drinking bottles

Students will continue to be expected to bring the following items to school each day.

- Water bottle

- School stationary including: red pen, calculator, glue stick
- PPE – x 2 appropriate clean face mask's. One to wear and one spare

Breaks or play times, including where students may or may not play

Each year group bubble room will have an allocated social zone. Students will be expected to remain in their allocated social zone and assembly points throughout social time.

If students purposely fail to remain in their allocated zone it will be seen as a breach of the school's behaviour code and students will be sanctioned appropriately.

Use of toilets

Each year group will continue to use their allocated a toilet to use. Students may only use the toilets for their allocated year group bubble.

- When using the toilet, students will be expected to keep them clean and tidy, washing their hands thoroughly for 20 seconds with running water and soap and drying them thoroughly; or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered

Not to cough or spit at or towards any other person

Spitting is not acceptable on school site at any time, whether in the direction of someone or not.

Coughing or spitting in the direction of someone will still be seen as a serious breach of the behaviour code as it could put member of our community at serious risk or infection, or of spreading the infection. If anyone is reported to have coughed or spat in this way they will be removed from circulation and sanctioned.

If students need to spit, this should be done, ideally in a toilet, or privately away from others into a tissue. (catch it, kill it, bin it). There is no reason for anyone to spit on school site.

These are referenced in the Student Protocols Document and the Home School Agreement.

2.2 Supporting positive behaviour through a focus on Mental Health & Well Being

Our Safe and Happy School

As students return to school we will build on the strong relationships we have made with families and work hard to provide normalcy, sensitive to the individual needs and experiences of all. To secure our safe and happy school has an exceptional start the following will be in place:

- A supportive induction and pastoral programme, led in tutor groups, where students have fun, socialisation and opportunities to reflect
- Assemblies
- Staff training with a focus on safeguarding and student anxiety
- Regular reminders to students on where to find support
- Support for families through internal and external training as required
- Allocated mentoring and support for students, staff and parents
- Preschool meetings prior to the start of term
- Bespoke preschool interventions for key groups of learners
- Reintegration pastoral programme focusing on socialisation, relationships and celebration
- Allocation to one of the schools 6 week intervention programmes
- Ongoing staff training on mental health and how best to support students across the year
- Reviews with students to recap how they feel and where they have made good progress and subjects/topics they are concerned about
- A restorative behaviour code, where students have chances to rectify their behaviour before being given sanctions
- Oncall support
- Review of recent assessments and target setting to support progress
- Work with external agencies to provide further well being support
- Targeted tutorial programmes

- Working with Rufus, the school well being dog
- Focus on opportunities for physical activity
- Personalised support – HOY mentoring, Learning Mentoring, counselling
- Access to the outdoor classroom

Well being: IT'S OK TO NOT BE OK
How to look after ourselves and others

Minor worries and anxiety | Often thinking about worries | Anxiety affects behaviour and thoughts every day | Anxiety is getting in the way of everyday life

Not a problem | Potentially becoming a problem | A problem

ChildLine 0800 1111 | kooth

Anxiety is when feelings of being anxious and stressed don't go away... can't be controlled easily... happen for no particular reason.

Tips to improve well being

- Take time out to get sufficient sleep and rest, relax and eat regularly and healthily.
- Talk to people you trust and allow yourself to be comforted.
- Reduce outside demands and avoid taking on additional responsibilities.
- Spend time in a place where you feel safe and calm to go over what's happened over the course of the day/week.
- Try to reduce your access to the constant stream of news from media outlets and social media. Try scheduling 'digital power off' times.
- Use relaxation strategies e.g. slow breathing, progressive muscle relaxation, self-talk.
- Build in opportunities for recognising hope and positive strength.
- Allow yourself experiences of sadness and grief.

What should I do if I am feeling worried about myself or someone else?

- Talk to a trusted adult (tutor, teacher, HOY, parent)
- Ask for help there is available counselling and mentoring in school
- Reach out to online support from Kooth, NSPCC or childline (calm zone)

2.3 Students with additional needs (SEND, Mental Health, behavioural)

Reasonable adjustments and additional provision will be put in place for all students with additional needs.

An Independent Learning Plan will be put in place, supported by a return to school meeting with an identified member of staff. This will be co authored and a student's Pupil Passport, where appropriate, will be updated to meet the needs of the student as they return to school.

2.4 Rewards and sanctions for following rules

Our school rule: **Work Hard and Be Nice.**

We continue to have the highest expectations of all students at the Archer Academy and expect that the majority of our students will continue to model the Archer Way and work towards achieving Archer Outcomes in all aspects of their school life and beyond. Staff will continue to reward students in line with the Archer Outcomes using the schools behaviour and rewards policy, where this is not simply verbal praise it will be logged on SIMS.

Behaviour and Rewards		Rewards
<p>The Archer Way Students may be rewarded for a number of reasons intrinsically linked to the Archer Way and Outcomes:</p> <p>Achievement, Respect for Others, Curiosity, Hard Work, Enjoyment, Responsibility</p> <ul style="list-style-type: none"> • excellent work of a high academic standard • academic progress • tremendous effort • exemplary conduct • setting the standard to others/being a role model • active involvement in activities or projects outside of the school day within the wider community 	<p>The Archer Outcomes Excellence in relation to any area of the school values and skills:</p> <p>Articulate Able to express their ideas confidently, fluently and coherently using words, numbers and new technologies.</p> <p>Analytical Able to investigate and apply reason and logic to construct opinions and evidence.</p> <p>Creative Able to be original, expressive and imaginative.</p> <p>Collaborative Able to work with all people to achieve shared goals.</p> <p>Reflective Able to be contemplative and thoughtful about their own and others' ideas and performance.</p> <p>Resilient Able to recover readily from adversity and face challenges robustly.</p>	<p>Student rewards for each academic year are listed in the student handbook, including the type of reward and the behaviour that earns it. This might include:</p> <ul style="list-style-type: none"> • verbal praise • merits • postcards home • Head of Year commendations • Honour roll • attendance awards – Golden Tickets for 100% attendance • work on display • star of the week • article in school newsletter • house points • letters/email home/telephone call from subject teachers, Form Tutors • letters/email home/telephone call from Head of Year • letters/email home from Head teacher • lunch with the Head teacher • nomination for annual prize giving/awards ceremony • nomination for external, national award schemes <p>All student rewards will be recorded in their pastoral file, the student handbook and logged on SIMS.</p>
Weekly Head teacher staff and student recommendation for outstanding effort, attainment or community spirit		
Termly Head teacher Commendation and lunch with the Head teacher for sustained excellence in any of the above areas.		
Awards: Community involvement Representing the School Representation in the Arts Representation in Sports		
Outstanding academic progress and effort across the curriculum is celebrated formally each term. Including termly Archer Way Awards.	Archer Academy pins to be worn on the school jumper are awarded at the end of term celebration assembly	
Outstanding work over the course of a year	Archer Academy celebration assembly, each term and annual prize giving	
Awards nominated/sponsored by members of the community	To be annually developed with Head of Year and Governing Body to reflect aims of the school.	

However, if students fail to follow these rules, we will continue to follow the school's behaviour code applying our new rules where expected to keep our community safe from infection.

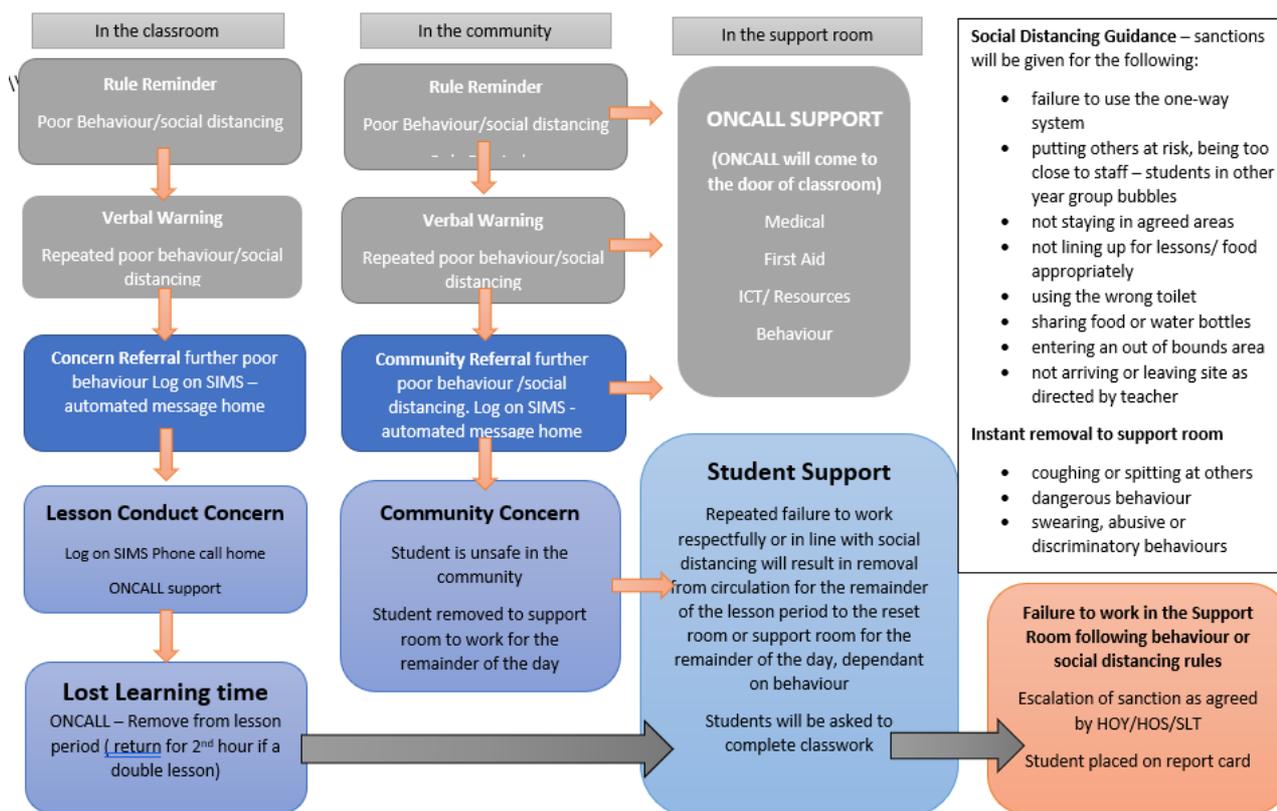
The school sanction system has not changed, students will be familiar with the behaviour code set out in the following table and flow chart. All students will now be able to access the support room, run by our Pastoral support worker to provide opportunities to reset, reflect and talk as needed, so that student can prepare to successfully return to the classroom as soon as possible.

Our behaviour system is built around providing students with the opportunity to reflect upon and improve their behaviour. We understand that students and staff will find the return to school, with new rules, challenging and at times may genuinely forget.

Steps	What happens in the classroom	What happens in the community-	ONCALL/Support room
One: Rule Reminder	Rule reminder is provided using either non-verbal or verbal communication	Rule reminder is provided using either non-verbal or verbal communication	Medical support If a student presents as unwell ask them to stay in their seat. Please email ONCALL to collect them ASAP
Two: Verbal Warning	Verbal warning second opportunity for student to correct behaviour. Make sure the student knows they have the VW – ask them to tell you. No further action	Verbal warning second opportunity for student to correct behaviour. Make sure the student knows they have the VW – ask them to tell you. No further action	Equipment/ ICT/ Resources support. Students should be fully equipped for learning. If there is any concern regarding access to resources please email ONCALL to support

<p>Three: Lesson/community referral behaviour code</p> <p>Four Lesson/community conduct concern behaviour code</p>	<p>Concern Referral: Third opportunity given for student to correct behaviour. The member of staff should inform the student clearly that they have a 'concern referral' behaviour code. This should be logged in SIMS. Automated message sent home</p>	<p>Community Referral – student corrects behaviour on 3rd occasion. Log on SIMs and an automated message is sent home.</p>	<p>ONCALL-If a student has received a Lesson conduct concern please email ONCALL to come and speak to the student. Student placed in reset room for time out and reflection</p>
	<p>Lesson Conduct Concern: The member of staff should inform the student clearly that they have a 'lesson/community concern' behaviour code. This should be logged in SIMS. ONCALL should be called to talk to the student – phone call home made by teacher.</p>	<p>Community Conduct Concern – Student needs a 4th warning. Phone call home and student removed from circulation for a period of time which could be the remainder of the day to work in the reset or support room. Log on SIMS</p>	<p>ONCALL for LLT If a student has continued to demonstrate poor behaviour or not followed social distancing guidance they will be removed from that lesson period.</p>
<p>Five: Lost learning time concern behaviour code</p> <p><i>Note – students can return to second hour of a two hour lesson once reset.</i></p>	<p>Lost Learning time: Behaviour duty is called using the ONCALL email. The issuing of these behaviour codes should be a relatively rare occurrence. This should be logged in SIMS, giving the reasons and follow up action including contact with home by phone or parent meeting. Student removed to the reset room for 1hr max before being returned to lesson</p>		<p>The Support Room If removed from lessons or social time students will be given the opportunity to complete work in the reset room for an allocated time period</p> <p>Failure to work sensibly or follow social distancing expectations in the support room will result in escalated sanctions due to the risk it puts on others</p>

A summary of the behaviour code for sanctions



Oncall: A member of staff is oncall at all times. They will attend classrooms to support with medical or behavioural issues. Oncall will be called to classrooms by teachers to support students in resolving their behaviour for a conversation (at distance) outside the classroom or to remove them to the reset or support rooms as required.

The Support Room: This is a learning resource base, the room is well ventilated. Once in the support room students will be given the opportunity to reflect on their concerns. In some cases students will remain here for the rest of the day. This room is used to provide a calm working space away from other students. There are three reasons students will be asked to go to the support room

- 1- repeated failure to follow instructions as per the behaviour code. All students are given the opportunity to resolve their behaviour. They will have had 3 opportunities, as a minimum, to take ownership of their behaviour and improve it before they are asked to attend the support room.
- 2- instant removal from circulation for dangerous or abusive behaviours such as fighting, coughing or spitting at someone.
- 3- For time out whilst an incident is investigated.

All students placed in the support room will be asked to review and reflect upon the school's behaviour code before continuing with their school work.

All students placed in the support room will be put on report to the Head of Year/ Head of school for 2 weeks. This report will be closely monitored and kept on the students file.

All internal exclusions are followed up with a parental meeting before students reintegrate to lessons.

Report Cards: If a student is removed from their lesson to the support room for a day for repeated poor behaviour or a one off dangerous/ serious breach of the behaviour code they will be placed on a report for 2 weeks. A date for their reintegration meeting will be agreed with families. Students on a report card will be required to have a reintegration meeting with parent/s and the Head of Year/ Senior Leader before they can

return to lessons. They will then remain on report for 2 weeks and the HOY will review this weekly. Report cards will go on student files which are reviewed regularly. If a student fails to complete their report card it will be extended by 1 week. Failure to complete this will result in the student being placed on an Individual Behaviour Plan, which is a 6 week programme. Students will be expected to complete interventions during some of their social time and parents will need to support weekly meetings for the duration of the plan

Learning Mentor Support

If students are identified as requiring extra support, be it academic or for their well being they can be referred for Learning mentor support. Students will be provided with weekly meetings to help them with a variety of needs from organisations to well being and self esteem. Parent/s carers can contact their child's tutor or Head of Year if they feel their child needs further support.

2.5 Adapted rules

As long as this addendum applies, we will alter the following school rules.

Attendance expectations for students who can attend school, including how we will proceed if their parents refuse to send a child to school when there are no underlying health conditions

From September 2021 all students are expected to attend school.

Through regular communication and learning review days during the summer term The Archer Academy has provided opportunities for students and families to address any initial concerns about returning to school.

We will continue to offer this support to students and families and if you have concerns about your child returning to school please contact the school, as soon as possible, so that we can support you and your child.

Where families do not send their child to school we will contact you promptly to review how we can work with you to reassure you and your child in returning to school.

If these supportive measures do not help a student in returning to school and we feel that your child is missing their education without good reason we may feel it necessary to refer you to the Educational Welfare Officer.

This should be read in conjunction with the Attendance policy

Expectations for uniform:

Normal school uniform expectations apply.

Students are expected to regularly wash their school uniform. Where possible school uniform should be washed at the end of the school day to support infection control.

Students will be allowed to wear PE kit to and from school to reduce use of changing rooms. This will be agreed on a class by class basis, depending on the timing of students PE lessons.

Students should carry a face mask and a spare. A clean face mask should be worn each day. The face mask should be worn in communal areas and moving around the campus.

Long hair should be tied up in line with usual school rules.

Reference Home School Agreement, Student Protocols and Attendance Policy.

3.1 Planning Ahead: Expectations for students working remotely from home in case of future school closure

Remote learning expectations

In the case of a future school closure students' education will be provided through a blended approach, this will include a mix of physical, remote and virtual teaching.

When students are not in school, we expect them to follow all of the rules set out below. Adapt and write in line with previously circulated guidance. Parents should refer to the remote learning Consent Form.

Parents should also read the rules and ensure their children follow them. Parents should contact their child's Head of Year if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Rules:

- Be contactable during required times
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

3.2 Dealing with problems

Each week a review of the submission of student's work is completed by Heads of Department and senior staff. This review includes time spent on SMH, submission of set tasks on SMH, attendance at virtual lessons and tutor time.

If there are any problems with students adhering to rules around remote and virtual learning, including if they do not engage with the remote learning set for them, we will:

- Contact home in the first instance to identify any barriers and ensure parents are aware of our concerns

We may then:

- Invite a student to school for a 'Reset Meeting'
- Place them on Academic Review
- Require students to attend LS or US as identified time to complete remote work or virtual lessons
- Refer for Learning Mentoring or Counselling

4. Monitoring arrangements

We will review this policy as guidance from the Local Authority or Department for Education is updated, and as a minimum, once per month, by Mrs Mahoney Senior Assistant Headteacher. At every review, it will be discussed with staff in advance of being referred to the governing body. It will then be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- › Child protection policy
- › Health and safety policy
- › Home School Agreement
- › SEND Policy
- › Teaching & Learning Policy
- › Safeguarding Policy