

Covid 19 - Policy addendum - with immediate effect from when the academy re-opens

Name of E-ACT Academy:

Badock's Wood E-ACT Academy

Revised Appendix 1: Code of Conduct

This is in addition to the specific Badocks' Academy guidance on our approach to behaviour

Relational Approach/Check ins

At Badock's Wood, we see building positive relationships as paramount in supporting and developing good behaviour

Every morning and every afternoon will start with a check in where pupils will be asked how they are feeling and another question e.g 'What is your favourite pizza topping'

Restorative practice, alongside the Relational Approach

At Badock's Wood E-ACT Academy, we will continue to use the restorative approach to behaviour. We recognise that children have been out of their usual routine for a number of weeks and that this, along with their varying levels of anxiety and emotional wellbeing could have an impact on their behaviour.

Other factors that could lead to a negative impact on behaviour could include the following:

- Lack of structure and routine.
- Disrupted sleep patterns (going to bed late & getting up late)
- Increased amount of screen time
- Lack of stimulation
- Lack of social interaction
- Increased exposure to adult conversations and content
- Boredom
- Neglect
- Exposed to domestic abuse in the home'
- Bereavement
- Increased screen time.

We feel that our restorative approach will allow children and staff to unpick how the children are feeling and what help they need.

The following article will be shared with all staff to help us understand what children may be experiencing when they return back to us. Written by E-Act Educational Psychologist, Emma Martin

<https://www.tes.com/news/coronavirus-school-reopening-1-june-issues-questions-considerations-wellbeing-staff-pupils>

Applying the principles of restorative practice

We will continue to follow the guiding principles of Restorative Practice that are;

1. Those involved are supported to decide upon the consequences themselves and
2. The response process provides an opportunity to learn, by reflecting on how to approach similar situations in the future.

These questions will continue to be used to facilitate the RJ. Restorative Conversations (adhering to social distancing from all parties involved):

1. What happened?
2. How did it make you feel?
3. Who was hurt and how?
4. How can we fix it?
5. What can we do to stop it happening again?

Behaviour issues must be dealt with, where possible by a member of staff within the bubble to avoid other members of staff becoming 'super spreaders' Where behaviour is not manageable by the class teacher then the member of SLT on site will be called for via the walkie talkie system to assist. Where possible the child should be outside of the classroom by this point to avoid another member of staff entering the bubble.

Children refusing to come into the classroom at the beginning of the day will not be able to enter until they are able to walk into the room in a calm way unaided by an adult.

Positive handling

If there are any children who have previously needed to be positively handled, they will need a personal Risk Assessment in place before returning to school. The Risk Assessment should detail all alternative options before positive handling is needed (use of supervised outdoor space to re-regulate, quiet safe space etc. The Risk Assessment will be shared with parents under the understanding that they may need to come and support their child quickly if the child continues to be dysregulated.

As always positive handling should be used as a last resort and only when the child is in danger of hurting themselves or another person. Where possible, adults who are carrying out the positive handling will wear PPE. We recognise that positive handling will result in the breaking of social distancing and therefore only staff who are comfortable to carry out positive handling will be required to. No-one with an underlying health condition or vulnerability should positively handle a child.

PPE – If PPE is required to assist with behaviour incidents, staff are aware that PPE is stored in the Headteachers office. This is in the centre of the school and therefore the most appropriate place to store.

Any application of positive handling must be recorded on CPOMS under 'Positive Handling' with the use of the template as we need to be able to provide detailed statistics for physical contact between staff and pupils. The most senior MOS on site must be informed when positive handling has been used.

Playtimes and unstructured times

The current behaviour policy and consequences are still implemented at all times. Socially distanced RJ conversations will occur outside as well as inside. Unwanted behaviours will still need to be recorded on CPOMS.

Rewarding Good Behaviour in current environment

We will continue to celebrate wanted behaviour through a variety of methods including;

Stickers

House points

Postcards home

Phone calls home

Verbal praise

See saw messages sent home to celebrate work or attitude