

Behaviour Management at Featherstone Academy 2020

The academy will continue to record comments and stamps in the student planner as before lockdown. Students will collect their planners in form time and return their planners to their form room at the end of the day. Planners will remain in school and parents/carers will be updated with students' progress via Microsoft teams.

The academy will run two isolation rooms. Years 10 and 11 will use the isolation room. Years 7, 8 and 9 will use room 18A.

Detentions and head teacher's detentions will be separated into bubbles.

Below are the amendments made to the behaviour policy for the autumn term.

Students will receive sanctions for repeatedly breaking social distancing expectations. The academy will not tolerate any behaviour that puts other students or staff at risk such as coughing or spitting in someone's face. This will result in fixed term exclusions.

Current Classroom-based Misdemeanours and Sanctions		Proposed adjustments to application of PD policy	
Sanction	Details	Considerations	Proposed revision
Verbal Warning	Not recorded	N/A	N/A
Written Comment	Written in planner	Initially at least, it is likely to be important that we reduce the number of times when items are passed/shared between different individuals in school and the number of times items travel to and from home; the planner could be a key item.	Students are provided with a planner on their first day and this planner remains in the academy. We use email, telephone and Microsoft Teams to communicate with parents.
2 nd Written Comment	Student moves within classroom	Plans are to have specific computers allocated to each student; moving within a classroom could affect social distancing and potential contamination of several devices.	Student remains in current location, but on-call is alerted, and someone attends to speak to the student outside of the classroom whilst maintaining social distancing.
3 rd Written Comment	Student moves to another classroom	Students allocated to specific, fixed class groups; a 'Phase 4' could affect social distancing if it means them attending another class' base.	On call is called and the student is phased 4 to another room in the bubble.

Current Classroom-based Misdemeanours and Sanctions		Proposed adjustments to application of PD policy	
Failed Phase 4 (4th Written Comment)	Student is removed to isolation.	Students allocated to specific, fixed class groups; isolation sanction could affect social distancing if it means them sitting in isolation next to other students (Are the booth-screens sufficient barriers to preventing viral infection?)	The academy designates a specific booth in isolation to each student and they always only use that one. Even-numbered booths left vacant to afford distancing. Booths are cleaned thoroughly each day. The academy has 2 isolation rooms, a KS3 room (room 18) and a KS4 room (isolation room). Sanction recorded on SIMS for monitoring purposes.
8th Written Comment in a week	Student is issued with a HTD	If 'follow-up' consequences are not in place e.g. Isolation, attendance at after-school sanctions is less likely. Any sanction that brings students together risks (a) undermining attempts to social distance/retain 'bubbles' and (b) encourage students to trigger the sanction just to see friends.	Head teacher detention Sanction recorded on SIMS for monitoring purposes.
12th Written Comment in a week	Student is removed to Isolation	Maintaining social distancing in isolation would reduce capacity in the room by at least 50%; using a larger, alternative setting is more difficult to manage properly.	The academy designates a specific booth in isolation to each student and they always only use that one. Every other booth left vacant to afford distancing. Booths are cleaned thoroughly each day. Head Teachers detention Sanction recorded on SIMS for monitoring purposes.
3rd Written Comment in a term (by subject)	Student is issued with an ASD	If 'follow-up' consequences are not in place e.g. Isolation, attendance at after-school sanctions is less likely. Any sanction that brings students together risks (a) undermining attempts to social distance/retain 'bubbles' and (b) encourage students to trigger the sanction just to see friends.	Head teacher's detention Sanction recorded on SIMS for monitoring purposes.
After School Detention	Late to school	If 'follow-up' consequences are not in place e.g. Isolation, attendance at after-school sanctions is less likely.	Removal of a reward that is issued during the day e.g. no attendance stamp is issued unless the child arrives during form time.
	1 st truancy	Any sanction that brings students together risks (a) undermining attempts to social	Student is removed for a parental phone call at a single, designated phone which is cleaned after each use. Student returns to lesson.

Current Classroom-based Misdemeanours and Sanctions		Proposed adjustments to application of PD policy	
	Littering	distance/retain 'bubbles' and (b) encourage students to trigger the sanction just to see friends.	Sanction recorded on SIMS for monitoring purposes.
			Negative comment issued. (3x littering comments = phone call home).
Head teacher's Detention	Fail to attend/fail ASD		Isolation
Isolation 1, 2, 3, 4 days	Reaching 12 comments		<p>The academy designates a specific booth in isolation to each student and they always only use that one. Every other booth left vacant to afford distancing. Booths are cleaned thoroughly each day.</p> <p>The academy has 2 isolation rooms, a KS3 room (room 18) and a KS4 room (isolation room).</p> <p>Sanction recorded on SIMS for monitoring purposes.</p>
	Defiance		
	Rude to staff (short of verbal abuse)		
	2 nd Truancy		
Fixed-Period Exclusion	(as a sanction, generally)	<p>It is likely that additional scrutiny will be applied to schools that have escalating FPE rates in the period immediately around re-opening; the DfE is already exploring what SEMH support is being provided and planned by schools specific to Covid 19/lockdown.</p> <p>Use of 'excluded to another school's isolation' is not likely to be feasible in the immediate future.</p>	The standard escalations of exclusion (1, 2, 3, 5 etc.) are followed no shadow internal exclusions can take place.

Current Classroom-based Misdemeanours and Sanctions		Proposed adjustments to application of PD policy	
Fixed-Period Exclusion	Refusal of isolation	Students may refuse to attend isolation stating 'concerns about social distancing/cleanliness' or other linked concerns.	Contact with parent/carer to explain that a fully risk-assessed procedure is in place, including plans for the isolation room. Parent speaks to child to confirm they should/should not go in.
Fixed-Period Exclusion	Failure of isolation	Students slightly more likely to fail isolation if the isolation setting moves to a larger space e.g. drama studio where booths do not exist.	Consider how seating is set-up in an alternative isolation to reduce the line-of-sight as much as possible. Use alternative isolation only if needed.
Fixed-Period Exclusion	Absconding school site	More difficult for students to abscond site and/or truant due to reduced movement in between lessons.	
Fixed-Period Exclusion	Physical assault	Students may or may not have had a great deal of physical activity during lockdown. They are unlikely to be able to be physically active during the school day unless this is planned. Physical assault is less likely due to smaller cohorts/fewer social interactions, but some physical tension may exist. Is there an increased likelihood that students will threaten to spit at students or teachers (even just because they have heard people have done this)?	Families informed prior to return that physical behaviours, particularly spitting, will be treated very seriously including: <ul style="list-style-type: none"> - Partial timetable suggested. - Incident reported to police by school. - Meeting with the HT and CoG before they return.
Fixed-Period Exclusion	Verbal abuse of staff	Students may be more likely to challenge and/or verbally abuse staff following a prolonged period of lockdown with adults who apply different standards or have different expectations of language and behaviour.	