

**Great Heath Academy Behaviour Procedure - Covid 19 Partial Opening
May 2020**

Published date: May 2020	Next review date: May 2021	Statutory	Lead at ATT: Andy Gannon Lead at Great Heath Academy: Naomi Brown
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Associated documents:	
<ul style="list-style-type: none"> • ATT behaviour Policy • Great Heath Behaviour Guide • Home academy agreement 	
Links to:	
<ul style="list-style-type: none"> • Assessment, Feedback and Marking Policy • Complaints Policy • Curriculum Policy • SEND Policy • Data Protection policy • Anti-bullying policy • Equality Policy 	

Our ATT Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Great Heath Academy Behaviour Procedures for partial reopening during Covid 19

During the partial reopening of schools due to Covid-19 the following addendum has been made to the Behaviour Policy.

Rules and rewards

At Great Heath we always praise positive behaviour and will continue to do so using our Dojo system. Children will be rewarded dojos for the following the school rules:

- To show respect for each other
- To respect all property and resources.
- To always do your best in your learning.
- To take responsibility for your actions

At the end of each week the group with the most dojos will be shared in our 'in-class' assembly and the individuals in each group with the most dojos will be shared.

The school rules take into account the need for social distancing and we will ensure that all pupils are taught, in an age appropriate way, the importance of social distancing at this time.

Sanctions

Failure to follow the school rules or the social distancing rules which include, but are not exclusive to, keeping apart from other children; remaining in their seat; only playing with children in their group and washing hands when required will mean the academy will apply their sanctions as set out in the behaviour guide.

Actions which cause other children or adults to be put at significant risk of infection e.g. biting or spitting or other forms of high level contact will be treated as high level behaviours.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

The behaviour sanctions have been temporarily changed to ensure we can adhere to social distancing and are now as follows:

Low level behaviours will be dealt with in following way

EYFS	KS1	KS2
1. Verbal reminder 2. spoken to by an adult away from the other children 3. 5 mins on the thinking chair in the room 5. Sent to SLT	1.Warning 2. Final warning 3. 5 mins on the thinking chair in the room 5. Sent to SLT	1. Warning 2. Final warning 3. 5 mins time out in the room 5 Sent to SLT
Behaviour from step 3 and above will be recorded on CPOMs by the adult who deals with the incident initially Parents will be informed from step 3	Behaviour from step 3 and above will be recorded on CPOMs by the adult who deals with the incident initially Parents will be informed from step 3	Behaviour from step 3 and above will be recorded on CPOMs by the adult who deals with the incident initially Parents will be informed from step 3

Higher level behaviours such as hurting someone, damaging property or similar events will be dealt with in the following way

1st instance: Sent to a member of SLT

2nd instance: Sent to Principal

Sanctions may involve an internal or fixed term exclusions or loss of lunchtime play

Any behaviour that is deemed to be discriminatory, includes violence or threats to staff or puts staff or children at risk of infection (such as biting or spitting) is dealt with by the Principal or Assistant Principal in the Principal's absence

Implementing the system

It is imperative ALL children know and understand their class rules and the associated rewards and consequences. Time will be dedicated to explaining the rules and the reasons for the rules to the children.