

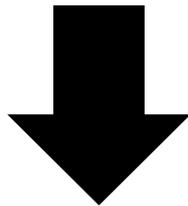
Addendum to Oasis Academy Aspinal's Behaviour for Learning Policy – September 2020

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

<p>Level 1: Vision and Values</p>	<p>Additional re-booting plans given the time away from schools to reiterate and explore vision and values in consideration of changes to life under lockdown. First two days back in school planned carefully to allow children to discuss their experience of lockdown and provide opportunities for staff to target support where needed.</p> <p>Changes to classroom procedures will be clearly communicated with children frequently throughout the first few weeks back at school.</p>
<p>Level 2: PD Curriculum</p>	<p>Strategies to support mental health of the all pupils.</p> <p>Additional PHSE throughout Autumn term to help children's transition back into school.</p> <p>Adaptations to PHSE/RHSE curriculum to cover lost learning opportunities.</p> <p>Teaching and learning adaptations have been made to allow the children adjusted times for processing and completing workload.</p> <p>Mental health first aider in school to deliver support to staff and pupils as and when needed.</p> <p>'Worry Monsters' will be used in every class as a vehicle for helping support children's mental health.</p>
<p>Level 3: Systems and structure</p>	<p>Proactive structures specific to COVID-19 return to support all pupils.</p> <p>Start and end times, non-structured times have been staggered to support social distancing guidance.</p> <p>Changes to rewards policy in light of hygiene expectations.</p> <p>Changes to behaviour flow chart in response to government guidelines around social distancing and the use of 'bubbles'. See below for the updated flow chart.</p> <p>Visual timetables for each class.</p> <p>Individual now/next boards for some children.</p> <p>Individual behaviour plans in place for some children.</p> <p>Deliberate unhygienic behaviour/physical contact response</p> <p>Changes to celebrations/escalations given</p>
<p>Level 4: Staff development</p>	<p>Training for staff specific to COVID-19 response.</p> <p>Grief and Loss training plans implemented from staff training from OCL training.</p> <p>Mentally Healthy School training plan for the academy from OCL.</p> <p>Whole school 'return to class' structure for transitions in September to ensure a consistent message is delivered to all children.</p> <p>Staff to complete mental health awareness training through Place2Be.</p> <p>Variety of CPD completed during lockdown.</p>

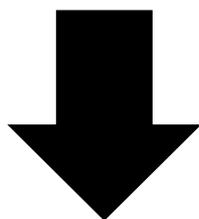
Green

Accountable
Care
Teamwork
Inspire
Open
Never giving up



Amber

Talking over the teacher
Not managing distractions
Not taking on board the feedback from grown ups
Moving around the room without permission
Not responding to instructions



Red

Not fixing an amber behaviour even after a warning
Leaving the room without permission
Verbally aggressive to staff or pupils
Physically aggressive to staff or pupils
Damaging resources or property

This is what we want to see.

This is where points are earned, stickers are given and you are being the best version of yourself.

If you are still on green at the end of the morning session you will be moved to silver.

If you spend your afternoon in silver you can earn yourself a spot on GOLD

This is your chance to turn your behaviour around.

1 dojo point will be taken from your current score.

When on red you immediately lose 5 dojo points and sit outside classroom on designated seat for 5 minutes.

This is your chance to reflect on the behaviour before returning to your class.

If the behaviour continues, the phase leader will be called and you will be expected to sit outside their room.

You will lose your lunchtime play that day.