

Our Behaviour Curriculum – Right Now...

Throughout The Mead Academy Trust, we strive to ensure children are safe and happy. More than ever, this needs to continue to run through everything we do. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

Emotional health and well-being, alongside health and physical safety, will be at the heart of our approach. In order to achieve this, we need to have a clear focus on certain aspects of our Behaviour Curriculum, and establish a framework for how we will support our children and families to be safe as they return to school.

Our Behaviour Curriculum already recognises the importance of supporting children's personal and emotional development, and we understand that building relationships, routines and rules ensures children are safe – physically and emotionally. Time will need to be given to connect and rebuild relationships, explore and process what has happened and to understand the importance of new rules and routines.



We will continue to use **'Ready, Respectful, Safe'**, focusing on what this will look like in our schools as children return. Two of the **Pivotal Pillars** will be a focus: 'calm, consistent adult behaviour', and 'relentless routines'.

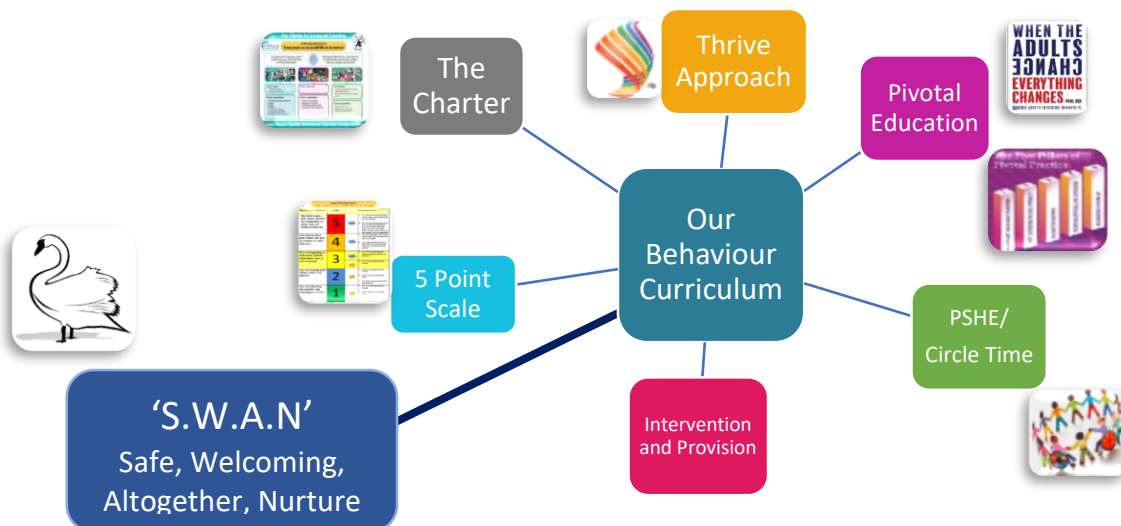


The Thrive Approach will continue to support children and adults in school. We need to recognise that children may come back to school and communicate their needs in ways we may not have expected from them. Remember they may have 'dipped' back to Being or Doing, and we will need to support them appropriately.



Our **PSHE curriculum and Circle Time** approaches will be a focus to ensure that children have opportunities to:

- Rebuild relationships and develop friendships (play, laugh and have fun!)
- Think and talk about their experiences over the past weeks
- Learn about emotional well-being and staying safe
- Enjoy other enriching activities – value the arts, physical activity and time for thinking, talking and reflecting.



The S.W.A.N Framework

We will use The SWAN framework to focus our attention on the parts of our Behaviour Curriculum that are important right now. **Safe, Welcoming, Altogether, Nurturing** are all words that easily 'fit' into our ethos, values and approaches across The Trust. The image of a swan is appropriate - on the surface being calm, confident and unruffled but underneath paddling frantically, feeling a little uncertain and sometimes chaotic!



Safe: Everyone needs to be safe – physically and emotionally.



- New rules and routines around washing hands, lining up, having individual resources etc. will all need to be clear to the children, staff and families.
- Children will be involved in developing them (like they would at the start of a new academic year), what should they look like? How could we make it work? Why do we need to have them?
- These rules and routines need to become our '**relentless routines**'.
- They need to be simple, consistent and easy to follow.
- Children should be recognised and praised when they follow them, and supported when they don't.

Welcoming: Everyone needs to feel welcome.



- Everybody needs to feel that they belong and that they are part of their Bubble, class and school.
- Staff will be warm, caring and genuinely engaged, to ensure children are happy to be in school, and that parents are happy to have them with us.
- The connections between staff, children and families, needs to be stronger than before. Relationships need to be strengthened to ensure there is understanding, trust and care for each other.
- Warm communication with families and children will continue to be critical – including via telephone, or online.

Altogether: Everyone is here, altogether for the children.



- Regardless of your role in school, we all need to work to make each child and family feel included and create a framework of support.
- The relationships and communication with families will to be valued; families will be listened to, and have a genuine voice for their child.
- Sharing our skills, ideas and approaches also needs to be encouraged to support each other. Be a listening ear for a colleague, ask a question or share some an idea.

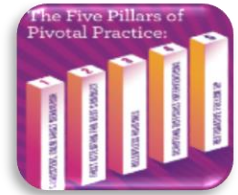
Nurturing: Everyone needs an environment to feel safe, find their feet and thrive.

- We need to focus on the layering of secure foundations in order for children to learn in the long term.
- Everyone is in a state of 'high alert', and our new rules and routines will continue to reinforce the need to be safe – our brains will remain ready to fight, flight or freeze. Our brains are just not ready for academic learning right now.
- Our children will look for safety, support, reassurance and calm. Understandably, we may not be feeling these things ourselves right now, and it is important to acknowledge and manage our own emotions and behaviours in order to best support our children.
- The focus needs to be on creating environments that allow children to thrive – the importance of play, creativity and having fun need to take priority.
- Ensure there are lots of opportunities for enjoyment, to be silly, laugh together and begin to relax.



Ready, Respectful, Safe

'Ready, Respectful, Safe' is already familiar to our school communities and can be easily applied to include the new rules and routines which we will need to establish. These rules and routines will need to be explored, understood and modelled to the children – and revisited often. Children should be recognised and praised when they follow them, and supported when they don't.



We will be **Ready, Respectful and Safe** by...

- following the routines for arriving and leaving school (including specific entrances and exits, staggered timings and parents remaining off site).
- following school instructions on hygiene, such as handwashing and sanitising.
- following the 'catch it, bin it, kill it' routine if sneezing, and coughing into our elbow rather than our hand.
- we will not cough or spit towards anyone else.
- staying in the areas of school which are for our Bubble (including classrooms, toilets and playground zones).
- staying with the children and grown-ups who are members of our Bubble (including at playtimes and lunchtimes).
- Trying our best to leave 2 metres between people (there will be individual tables, lining up will be different and playtime games will need adjusting).
- Telling a grown-up if we feel unwell
- Keeping our equipment, resources and belonging to ourselves.

The health and safety of everyone who is in school is paramount at this time. If a child does not, or is unable to, follow these rules they may be excluded immediately. This would ensure the safety of all at that time and enable a review of their provision in order to consider if any further reasonable adjustments can be made. A child's ability to manage their emotions and their behaviour in order to keep themselves and others safe is key to any decision making

These **new rules and routines** are important because...

- They will help keep us all safe and well.
- Washing our hands and cleaning things means we are less likely to spread the virus and it will keep ourselves and other people safe.
- Keeping a distance between people means that germs won't spread from person to person. This will help to keep us all safe and well.

Children will need help to understand why there are new rules and routines. We must be careful not to make assumptions about what the children have experienced, or already know about Covid-19. They could either have been totally exposed to what is going on, or have little knowledge of it. In either case, they may have very limited understanding.

When we are supporting children to understand what is happening, we need to consider what is shared and in how much detail. Allow the children to ask questions and answer them honestly, reassuring them about all the things that are in place to help keep them safe and well.

Spend time talking about things that are happening to keep people safe and healthy. Some children might be reassured to know that hospitals and doctors are prepared to treat people who are unwell. Others might be comforted to know that scientists are working to develop a vaccine.

Supporting children to be Ready, Respectful & Safe...

We will recognise and praise children that are being Ready, Respectful and Safe. We will teach and model new rules and routines. Recognition Boards can be established in each Bubble to celebrate children.



We will continue to use The 5 Point Scale to recognise when children are making respectful and safe choices, and also to support children to regulate their emotions and behaviours.

We will continue to use phrases such as:

Behaviours/Choices	Scale	Consequences
You have made a poor choice and are not responding to adults who are trying to help you.	5	Loss of privileges, suspension, exclusion, etc.
You have made a poor choice that you are letting an adult help you.	4	Loss of privileges, suspension, exclusion, etc.
You are beginning to make good choices, think about how to have it removed.	3	Loss of privileges, suspension, exclusion, etc.
You are making good choices when it is difficult.	2	Loss of privileges, suspension, exclusion, etc.
You are following the rules and making good choices.	1	Loss of privileges, suspension, exclusion, etc.

- “You have made a poor choice, ... is a number 4 behaviour – it is not respectful/safe,”
- “It is *not respectful/unsafe* to ...”
- “It is not safe when you ..., you might ...”
- “We need to be safe because...”
- “At *school name*, we are kind to each other, we don’t hurt people,”
- “The rule is..... I understand that might be difficult – it is a new rule isn’t it?”
- “Remember yesterday when you.... that’s what I need to see now”
- “I wonder if... I imagine.... I’ve noticed...”
- “Come on, let’s talk it through and see how we can put things right,”

If children are making poor choices, we will need to consider how we implement consequences. For example, it will not be appropriate for children to leave their Bubble to have time away from friends, to learn away from their class, to shake hands or share a sorry note as part of our restorative conversations. We will need to consider alternatives, such as:

Restorative approaches:

- Verbal discussions and apologies
- 2m metre ‘air high fives’
- Children creating a picture – that then becomes part of a display?

Spending time away from friends:

- Sitting out of an activity
- Missing part of playtime

There will still be a ‘Red Card/Helping Hand’ system operating within each school – for use when there is an emergency or significantly challenging situation. The logistics of these may vary on each site.

When online, we will be Ready, Respectful and Safe by...

With the increased use of online home learning, we need to ensure that all our children have revisited how to be safe online. This should include:

- The importance of keeping passwords secure
- Being kind and respectful online
- Safely using the internet
- Safely posting photos, videos and voice recordings as part of home learning
- What to do if they feel worried about something online



Further support around the teaching of these areas can be found within our Computing and PSHEE curriculum resources.