



The Calder Learning Trust: COVID-19 Behaviour for Learning Arrangements & Expectations June 2020

Context

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and schools were asked to remain open only for those children of workers critical to the COVID-19 response - who absolutely needed to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and couldn't be safely cared for at home.

During this time The Calder Learning Trust has been committed to ensuring the safety and wellbeing of its students and staff who have accessed restricted 'face-to-face' provision in school or via remote learning at home.

Following the announcement that the Government's 5 key measures have been met and, in line with [published guidance](#), plans for the wider opening have been risk assessed in-line with Local Authority health and safety advice. Subsequently, school will re-open to a wider body of staff and students and the following principles will be fundamental to our procedures:

- Ensuring the safety of our students and staff is paramount
- All plans must minimise the risk of infection/transmission
- If anyone develops/presents symptoms, plans must minimise the number of people at risk who need to self-isolate
- Face-to-face support will prioritise key learning in core subjects
- Remote learning will remain the predominant mode of education for the remainder of the term

Across the trust we will encourage, practice and expect:

- Social distancing in line with government guidance in public and workplaces, adhering to the 2 metre rule wherever possible

- Maintain social distancing in the classroom where classes will be no more than 15 students
- Encourage students to arrive to school by cycle or walking and avoid public transport where possible

The Calder Learning Trust will continue to refer to the Government guidance and updates for educational settings on how to implement social distancing and will continue to follow the advice from Public Health England on personal hygiene. A range of approaches and actions have been employed to deal with direct transmission (close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces) and all members of the school community are expected to adhere to these expectations.

Behaviour for Learning Expectations –

Everybody who is in school, Every day we are in school

Despite the current circumstances around COVID-19 and the limited opening of school, expectations of students remain extremely high and are based around our Behaviour for Learning policy and Non-Negotiables.

The Behaviour for Learning Policy seeks to promote an understanding of mutual respect for others and underpins our school ethos ‘Everybody, Everyday’ where all staff and students are aware of guidelines and their responsibilities during COVID-19. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times. Staff will model these responsibilities and use them in discussions with students to ensure a positive learning environment but more importantly that everyone is kept safe. Students will be rewarded and recognised for their efforts, doing the right things and contributing to this positive environment.

Due to the extended time away from the school environment it is acknowledged that some students may have partially lost the habits that enable them to be positive learners and members of our school community. These expectations need to be embedded again through the teaching and modelling of these expected behaviours.

Staff will follow the principle of ‘Certainty not Severity through Repetition’ to instil these expectations.

Students will be taught and regularly reminded of the new safety procedures in place at The Calder Learning Trust. Areas where these protocols are especially important include movement around the school building; break time arrangements, lunchtime queuing and dining; entry and exit to classrooms, arrival and dismissal from school; classroom conduct;

toilet etiquette; procedure for any assembly; routines within practical subject areas; safe spacing/social distancing.

For 'phase 1' of our reopening, the following guidance will be implemented.

As of 15th June 2020, until the end of this academic year, Year Reception, 1, 6 and 10 students and those of key workers/within vulnerable groups are expected to:

- Arrive to school promptly, at a given specified time to ensure social distancing practice and avoid public transport if possible
- Students are not expected to wear the school uniform but may choose to do so if they wish
- Leave the school site at the designated time and travel home
- Attend allocated class/group; this may be a different group to their usual form/timetabled lessons
- Attend allocated classroom immediately on arrival to school e.g. no waiting in corridors for friends
- In EYFS and KS1, follow staff instructions for lessons and activities
- In KS2 and Secondary, sit in the given seating plan throughout all lessons and follow all guidelines for entering and exiting the classroom
- Follow the given circulation routes and travel signs/markers around school at all times, avoiding physical contact with other students and unnecessary talking / shouting
- Observe social distancing at all times within the building
- Observe social distancing at all times throughout the journey to and from school
- Refrain from standing in a distanced group of more than 6 at break times and mixing with other students not in allocated group
- Refrain from natural/habitual reactions including touching their face, hugging their friends and shaking hands (***follow Public Health advice – e.g. Catch it, Bin It, Kill it.***)
- Observe high standards of personal & respiratory hygiene; washing/sanitising hands more frequently and using tissues/sleeves when coughing
- A maximum of 6 students will be allowed in the toilets at any given time
- Students will be expected to tell a member of staff if they are experiencing symptoms of coronavirus (COVID-19)
- Students will be expected to have their own equipment, including any drinking bottles, and not share any of these items
- There will be no Remove/A2E procedures during the day or after school detentions (members of SLT will support where appropriate and necessary)

Behaviour for Learning Additions

Staff at The Calder Learning Trust are expected to continue to follow the same behaviour procedures as outlined in the Behaviour for Learning Policy but to be sympathetic to increased anxieties of our students due to current circumstances and the practicalities with regard to reduced resources and staffing. Student effort and resilience will be recognised and encouraged through the use of the Primary house points and Secondary BfL merit system and positive rewards will be recorded on Class Charts for Secondary pupils.

However, due to the current circumstances, unhygienic behaviour will now no longer be considered a simple misdemeanour and will be considered a much more serious offence. Students will be explicitly informed, in an age-appropriate way, of the serious consequences of any behaviour that threatens the safety of individuals within school. This includes, but is not limited to, the failure to follow the enforced social distancing measures, refusal to follow respiratory or tactile hygiene guidelines and malicious/deliberate acts or threats of transmission (e.g. spitting, coughing). We are mindful of the different ages of our students that are returning, and age-appropriate conversations and learning will take place in Calder Primary, particularly with our youngest pupils. Our SEN team will support any pupils with SEN who require more support with this too.

Any pupil who commits a deliberate serious or persistent breach of the new COVID-19 protection rules will be subject to a risk assessment approach to determine if they should attend school and will be sanctioned accordingly by the Headteacher or any other member of the Senior Leadership Team.

The Calder Learning Trust reserves the right to make any reasonable adjustment to its behaviour expectations and policy for any student where it is deemed appropriate and acceptable (for example students with an EHC Plan).