

# **COVID-19 Behaviour and Anti-Bullying Policy at**

## **IAN MIKARDO HIGH SCHOOL**

### **Addendum**



**School Name: Ian Mikardo High School**

**Policy owner: Aaron Mulhern, Head Teacher**

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## **Behaviour & Anti Bullying Policy Addendum – COVID – 19**

At Ian Mikardo High School our aim is that our students should achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with each other and with other people. This helps them to reflect and take responsibility for themselves, and is an approach that is constant, immediate and consistent. We achieve co-operation through discussion.

This document explains how we achieve and maintain our approach during the COVID – 19 pandemic and contains information related to guidelines and procedures established during this period. At Ian Mikardo High School we are safeguarding, providing learning and support through a blended approach including Home Based Live Learning delivered virtually through the Microsoft Teams Platform, Face to Face contacts and latterly sessions delivered at the ‘Physical School’.

### **Home Based Live Learning procedures and guidelines – the ‘Virtual School’.**

- Most forms of **harm can take place online** as well as offline.

It is important to remember that our students’ needs are related to their SEMH profiles and they will require guidance and effective modelling to manage themselves appropriately online.

Whilst it would be impossible to anticipate every challenge we will be presented with, the guidelines and of course your training and experience garnered through your career at IMHS will help to support making decisions/actions that may be necessary in response challenges you may encounter.

The safeguarding risks associated with virtual and remote learning are similar to those associated with in-person learning. These include peers becoming engaged in inappropriate conversations, using inappropriate or threatening language or abuse, which may encompass behaviour aimed at causing emotional and mental harm/distress.

Examples of different forms of online harm are, online grooming, exposure to harmful content, online sexual harassment and abuse, use of threats or blackmail related to online activity, cyberbullying, online radicalisation, pressure to send sexual image /onward sharing and all variations on these themes. We need to be vigilant and attentive to issues of this matter that can take place online.

Well-being considerations are also important. Fears around the COVID-19 outbreak and challenges associated with self-isolation, disruption to daily lives are likely to put an additional strain on the mental health of our students and members of their families. For most of us, this might result in moderate levels of anxiety, which seems a normal consequence of the difficulties associated with the current situation, however, the situation for many of our families was fraught prior to the lock down and may be exacerbated during this period of lock down.

In our response to this crisis, we have been proactive in providing supportive measures and as such have mitigated to some extent, the potential seriousness of incidents that have occurred.

It is important to continue with our supportive response and to develop further the quality of teaching & learning experiences for the students at IMHS. The online video tool that connects us through the use of Microsoft Teams, will be invaluable in this endeavour.

A member of SLT will always be available to supplement the role of the on call person, so guidance and support are assured and only a click away.

*\*It is important to remember that for every session, at least two members of staff are present and available to work with students\*.*

- ***Managing the Online Classroom:***

It is our responsibility to set the standard of expectations and facilitate positive behaviour for learning online. Education staff need to clearly state high expectations for online communication and behaviour as they would in the physical classroom. Students should be made aware that audio/visual recording of sessions is not acceptable, however it should be stated that all text conversations are recorded automatically.

Students have been sent a set of guidelines for appropriate behaviour online and a user guide for Office Teams.

Before we engage in online video learning sessions, it is important to consider:

***Your environment:***

- You should locate in a quiet space and inform family members/cohabiters that you are engaging with online learning. This will ensure that the learning environment is focused on the needs of learners and the teacher & student relationship can focus on learning.
- Confidentiality and security need to be maintained and students should feel secure that this is the case.
- You should be dressed appropriately for work and as stipulated in the 'Dress Code' policy. Being dressed in sleep wear or underwear is considered inappropriate and day time clothing must be worn for all online video learning.
- You must choose a 'background' from the selection bar during the video lesson in order to obscure and block students from observing your home area.

***The Students Environment:***

- Where possible, it is advisable that students are located in a common space in their house, within earshot of parents.
- Students should also use the 'background' function on their computer screens to minimise the ability for others to observe their homes.
- Staff should encourage students to be dressed and ready for learning as if attending school

### ***Specific Concerns & possible scenarios – Live Video Sessions:***

- 'A student may try to secretly video the session and propagate images/video of staff'.

This scenario is not possible using the Office Teams platform. Those with 'student profiles' should not have the record option on their communication selection bar.

In the event that anyone decides to record a video during a live session, this is clearly identified through a flashing blue bar at the top of the screen, indicating 'recording in progress'. The Staff member responsible for the session can then control the access of this person to the group, who can be challenged/removed as appropriate.

In the event that you become aware that a specific student is recording a session, you will have the authority to end participation from that individual and then follow the 'behaviour management' protocol as disseminated previously.

- A parent may become involved in a learning session, or engage you/a student in discourse.

In this situation, a clear establishment of expectations should be expressed. The parent should be informed that if they have a specific issue, they should communicate using the correct channels. If this is unsuccessful and the situation begins to escalate, you may politely end the video call. As staff members, we are always expected to communicate respectfully, courteously and with respect. However, should your engagement with a particular parent be unsuccessful, you should follow the reporting and recording protocols stipulated below. If the need is more pressing, you should contact a member of SLT/Welfare staff promptly.

- A member of staff observes a concerning issue occurring within the family home.

In the scenario that you observe physical violence or observe behaviours of a serious nature, it is important that this is **reported immediately** to a member of SLT/Welfare staff.

For matters of a less serious nature that do however give rise to concerns, the member of staff should speak this through with a member of SLT/Welfare Team and a plan of action or intervention will be agreed. Family relations will indeed be strained at present and it is important for IMHS staff members to remain vigilant, attentive and in a position to offer support.

- A student has made a recording and manipulated it to make it appear that I have acted inappropriately.

We firstly recognise that this is a prevalent issue within modern society and our students have from time to time surreptitiously and more obviously filmed staff members within the physical school and is a potential challenge online. This issues should be challenged through our usual processes, including support from our school police officer where necessary. It is important for staff to be clear with expectations, attentive when using the Teams platform and to be proactive to help prevent such a scenario developing.

### ***Inappropriate Language:***

If students are using inappropriate language online, the teacher should challenge this and offering alternative vocabulary choice and allowing students' the opportunity to express themselves more appropriately.

If students continue to use inappropriate language and in a deliberate or abusive manner, they need to be reminded of our expectations for appropriate dialogue.

If this persists, it may be useful to ask the student to leave the group to speak with the on call person individually.

There is the opportunity for the Teacher to direct the TA to contact the student for a one to one discussion to support their possible return to the session. If required, the staff member can contact the SLT member on call to support the resolution of the issue.

### ***Virtual School - Classroom Procedures and Expectations***

It may be appropriate to conduct conflict resolution online should an issue present between students (Please refer to the previous behaviour management document detailing Conflict Resolution in the virtual environment).

If the conversation does not resolve the issue, the student should not re-join the group and support should be sought from the on call SLT person identified on the daily timetable – the SLT member should be briefed on what has taken place before engaging with the student.

The TA/Teacher should then contact the teacher of the next session to brief them on what has happened and inform of any actions or resolutions that have been arrived at.

Teachers & TA's must feedback to the Team at the afternoon de-brief and SLT support sought where necessary.

The incident must be recorded on SIMS.

### ***Bullying Behaviour:***

Our ethos revolves around awareness, understanding, and consideration of others' needs, compassion, equality, tolerance, and inclusion. Our approach reflects these principles.

Every member of staff is responsible for creating this environment and work to enable young people to engage with learning. We believe treating our students as individuals and providing them with comprehensive support, enables them to fulfil their potential. We also believe that education can and should be fun, and that our students benefit from the sense of playfulness that permeates the school, and the creative opportunities we offer.

Our ethos aims to:

Encourage mutual respect throughout the school community

Help each student to develop a sense of responsibility for their behaviour

Foster each student's emotional wellbeing, including their ability to express their feelings and emotions

Develop each student's social and communication skills.

Develop a sense of social and moral responsibility within the school and the wider community

As such, we need to establish the same approach in the Virtual School as we do in the physical one.

We deal with incidents in a timely and proportionate way. We ask students whether they understand what they are saying, and make sure that they understand why they are being hurtful and offensive and that their language/action has had a negative impact on other people.

**Dealing with bullying during your session:**

Describe the behaviour and work to avoid any misunderstandings.

Point out the impact on others. Remind student of expectations.

*Classroom Procedures and Expectation:*

If necessary – remove the student from the Team session to speak with the TA or the on call person.

If appropriate – arrange for a conflict resolution to take place and inform the next session teacher of the incident and any actions/resolutions that have been arrived at.

If necessary – inform a member of SLT who will support you.

Report the incident at your Team de-brief to be actioned.

Record the incident on SIMS

Consider referral to the Mental Health & Wellbeing Officer for supportive intervention.

## **Face to Face Contacts & Community Based Activities:**

### **Government Guidelines for Schools.**

In all education, childcare and children's social care settings, preventing the spread of coronavirus involves preventing:

- Direct transmission, for instance, when in close contact with those sneezing and coughing
- Indirect transmission, for instance, touching contaminated surfaces

A range of approaches and actions should be employed. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system where the risk of transmission of infection is substantially reduced.

**1.** If you have, or are showing symptoms of, coronavirus (a new continuous cough, or fever, or a loss of, or change in, your normal sense of taste or smell (anosmia)), or have someone in your household who is, you should not be in a childcare setting, school or college. You should be at home, in line with the guidance for households with possible coronavirus infection, and arrange to have a test to check if you have coronavirus.

### **2. Clean your hands often.**

Clean your hands more often than usual, particularly after arriving at your setting, touching your face, blowing your nose, sneezing or coughing, and before eating or handling food. To clean your hands you should wash your hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub/sanitiser ensuring that all parts of the hands are covered.

### **3. Respiratory hygiene (catch it, bin it, kill it).**

Avoid touching your mouth, eyes and nose. Cover your mouth and nose with disposable tissues when you cough or sneeze. If one is not available, sneeze into the crook of your elbow, not into your hand. Dispose of tissues into a disposable rubbish bag and immediately clean your hands with soap and water or use a hand sanitiser.

### **4. Clean surfaces that are touched frequently.**

To prevent the indirect spread of the virus from person to person, regularly clean frequently touched surfaces, such as:

- Door handles
- Handrails
- Table tops
- Play equipment
- Toys

- Electronic devices (such as phones)

When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.

### **Face to Face Protocol for Off-site Activities:**

All activity should be consistent with the government guidance regarding health, social distancing and hygiene. That means that you need to maintain a safe 2 metre distance, that good hygiene practices are in place and that equipment is disinfected regularly.

Any student or family member who reports or presents as symptomatic or suspects they have been exposed to the virus does not take part with the activity and remains at home. This information should then be immediately fed back to a member of the Senior Leadership Team at the earliest opportunity who will act.

- **Prior to Travel:**

It is important to be well planned for the intended activity. This includes travel planning and agreeing a structure to the day with a member of SLT, ensuring that you have gloves, sufficient disinfecting gel and any other necessary PPE you require for travel.

- **Day before Face to Face:**

- SLT/Education & Welfare Lead will provide you with the most recent and up to date risk assessment and safety plan and discuss. In the absence of the Education & Welfare Lead, you will receive guidance from a member of the Welfare Team.
- Discuss the planned activity with a member of SLT/Education & Welfare Lead who will advise and authorise.
- Discuss travel plan with parent/carer – if student needs to travel, establish by what means and discuss safety precautions, e.g. do not travel during rush hour periods/mandatory face covering from 15th June 2020.
- Enquire as to the well-being of the student and people living in the household and establish whether any symptoms of COVID-19 have been exhibited within the household and whether or not they may have come into contact with a person exhibiting symptoms. If this is the case, report the information to a member of SLT or the Education & Welfare Lead/Welfare Team member immediately.
- Obtain phone number for SLT member/HT and ensure that you have contact detail for the parent/carer, confirm the student is at the address and discuss plan.
- You must know if the student is/co-habits with a person(s) in the vulnerable or extremely vulnerable group and discussed this with a member of SLT.

### **On the Day of Face to Face Activity:**

- Ensure that you have a 'grab bag' prior to travel – these can be obtained from the school at request of the premises manager.



- Check that you have sanitising gel and PPE equipment – i.e. gloves and adequate face covering if using public transport and antibacterial wipes for you and the student.
- Ensure that you are aware of the medical needs of the student (check with parent/carer if they self-administer).
- Ideally Parents/Carers should provide medication for their child however where they are unable to do so and the school are unable to supplement, the student should not participate with the activity.
- This is most commonly in the form of an Asthma Pump which should be included in the grab bag and are stored in the welfare Office.

#### **Transport:**

- If you are using public transport, check the travel information prior to travel so that timings can be agreed with the student's parent/carer.
- Ensure that you follow social distancing requirements and have a face mask for travel on public transport (effective from 15th June 2020)
- If using a car, check parking and travel regulations so that you can travel safely and be at the specified location in a timely manner and ready to engage with the young person(s).

#### **Timing of your journey:**

- If using public transport, it is important to avoid the rush hour traffic and travel at times that are less busy, i.e. after 09:00 in the morning.
- This includes your return journey – your work with the young person(s) will usually be between 11:00 and 13:00 and you should aim to travel before the evening rush hour, i.e. after 16:00.

#### **Contacting Parent/carer:**

- You must contact the parent/carer and establish whether the student or any member living in the household has/is developing symptoms of COVID-19. If this is the case, politely inform them that you will not be able to conduct the planned activity and immediately pass the information on to a member of SLT or the Education & Welfare Lead/Welfare Team member.
- Prior to travel, agree a meeting point and estimated time of arrival.
- You should give a plan for the activity, where you are going, what you will be doing and what time the student will be returned home.
- Ensure that you have the most recent contact information for the parent carer and agree that should the student exhibit signs/symptoms of illness, they will be accompanied home asap and in accordance with social distancing guidelines. You should make this journey by foot if possible.

#### **Activities:**

**\*\*\*\*All activities must be carried out in accordance with social distancing – i.e. with maintenance of 2 meter distance between participants. \*\*\***

- Travel by public transport is not encouraged when accompanying a student(s) during face to face contact.

- Groups of no more than 5 people from different households are permitted to participate with outdoor, socially distanced activities. This applies to our face to face contacts and groups of no larger than five should be participating with an activity.
- If you are using any equipment for your activity, e.g. Tennis rackets etc. you must ensure that this has been cleaned with anti-bacterial/antiseptic wipes prior to use.
- Where possible, items should not be passed between members of the activity group to minimise the risk of the virus being passed through contact.
- When items of equipment are being handed back in, they must be wiped with antibacterial/antiseptic wipes.

#### **Considerations of student experiences:**

- Some students may experience anxiety or have difficulties with maintaining social distancing and individual needs/context will be discussed the day prior to your face to face intervention.
- Clear expectations must be established with the student(s) prior to engaging with the activity, i.e. respect for social distancing and others when participating with the activity in public spaces.
- We must be mindful of our role in modelling appropriate behaviour and demonstrate through our actions, adherence to social distancing behaviours.
- Many students will have had difficult experiences during the period of lock down and will benefit from experiences that are positive, playful and facilitated in a mood of optimism. It is important that we are in tune with the emotional presentation of the students and communicate in ways that empathetic and demonstrable of knowledge of their needs.

#### **Lunch & Sharing Food:**

- Sharing meal times is pleasant social activity that you may engage with during your face to face activity. You must remember that items of food should not be shared, e.g. you should not offer/accept crisps from another or share drinks etc.
- You should ensure that food packaging is wiped with antibacterial wipes before handing to students.
- Social distancing must be maintained during this time also.

#### **Concluding the Activity:**

- You should inform the student at the beginning of your face to face engagement of your plans and approximate timings.
- You must implement the agreed travel plan and ensure that appropriate sanitising measures have been taken at the end of the activity, i.e. make sure that opportunities to wash/sanitise hands have been taken, make sure that equipment has been wiped with anti-bacterial wipes and that any gloves that need to be disposed of is done so appropriately.
- You must ensure that the student returns safely to the care of his parent/carer.

#### **Hygiene & Cleanliness:**

- The government advice is that regular handwashing is a useful tool in combating the spread of the Corona Virus. Upon returning home, you should wash your hand thoroughly following the government advice on how to do this thoroughly.

**Records/reporting:**

- When you return to your home upon completion of your activity you must contact the agreed member of SLT/Welfare practitioner to give a synopsis of your day with the student.
- You must ensure that any incidents are recorded appropriately on SIMS.
- You must complete the 'Interventions' report on SIMS.

**Key Contacts:**

Aaron Mulhern (HT): 07950953847

Lisa Tharpe (DHT): 07740000824

Claire English (AHT): 07845441230

Karen Raftery (AHT): 07894167902

Bablee Shah - Education & Welfare Lead: 07947272480

Hazera Begum – Welfare & Family Engagement Officer: 07943079963

**On Site – Physical School Procedures:**

The onsite, physical school activities are intended to provide engaging opportunities for our students and are an opportunity to re-connect with staff and peers before returning to school in September. Many of our students who have severe and complex needs will benefit in terms of their emotional, social and mental well-being. The groups of students will be selected on the basis of emerging and pre-existing needs, following careful consideration by the Senior Leadership and Welfare Team practitioners.

- **Planning & Preparation:**

The communication strategy in place since the beginning of 'lock down' is an effective mechanism for ascertaining which parents/carers would like to avail of on-site contact at the physical school and information from these calls and other contacts from staff are fed forward for deliberation at the planning and preparation meeting.

The planning and preparation meeting takes place each week (Friday) to discuss and organise provision for students who will be attending the physical school.

This meeting is facilitated by the Welfare Team, with responsibility for the logistics and operational actions delegated to the Welfare & Education Lead. The meeting is attended and supervised by the Head Teacher or in their absence the Deputy Head Teacher.

Students are allocated sessions at the physical school on the basis of emerging and/or pre-existing needs as identified through the Case Management meetings, briefings/de-briefings and Team meetings. Information from other professionals and 'informal' sources is also considered at this meeting.

- plan for the Onsite Physical School is agreed and made available through the 'Face to Face' team page on the Microsoft Teams Page.

- **Planning & Preparation:**

**The following items are the responsibility of the Education & Welfare Lead or in their absence the, Welfare & Family Engagement Officer.**

Ensure that staff allocated to provide contact at the physical school are equipped with the most up to date risk assessment and safety plan and understand when they must present to school.

Conduct a pre-engagement briefing with all staff facilitating and supporting the activity to review the risk assessments and safety procedures whilst at school.

Contact parents/carers to confirm participation the day prior to and on the morning of the onsite activity, ensuring that the students attending are not presenting with or co-habiting with people presenting with symptoms of COVID-19.

If students or people that they share a home with inform that they have or have come into contact with people with symptoms of COVID-19, they should not travel to the school and the information should be passed immediately to a member of SLT/Welfare Team.

Ensure that student travel arrangements are in place and confirmed at least one day prior to the planned activity.

**Onsite Activities at the Physical School:**

The students should be welcomed to the school and given entry to the outside garden and multi-use sports pitch area of the grounds.

The students should be guided through the sanitising procedures as outlined below and informed that entry into the school building must be accompanied by a member of staff.

Activities must be facilitated outside in the garden and play areas with the Gym being available for indoor activities should the weather require you to shelter.

Activities that require frequent contact with equipment using hands between participants should be avoided.

- **Behaviour management:**

The behaviour management techniques and strategies employed for supporting our students must continue to be implemented and are outlined in the 'Behaviour and Anti Bullying Policy'.

It is essential that we are thoughtful that students will have had a range of different experiences during the lockdown period which may have an impact on their behaviour and presentation upon return to physical school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Some may be anxious about entering into social situations or indeed be fearful for themselves or family members. Others may have experienced bereavement or loss, traumatic episodes or perceived traumatic episodes. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional care and encouragement.

It is important to be aware of and sensitive to the presenting needs and behaviours of the students attending and offer opportunities for them to be heard, cared for and validated.

It is of upmost important that we are attentive to any information indicative of a safeguarding issues and such information either obvious, inferred or perceived must be passed on to a member of SLT or the Welfare Team, immediately if significant or through the De-Briefing, Team Meetings or in liaison with the Education and Welfare Lead.

If a student begins to present with behaviour deemed to be escalating or moving towards high risk, for example, refusing to follow safety/sanitising measures, such as, hand washing, social distancing, remaining in the allocated area or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following guidelines could be used:

- Conversation(s) /Dialogue with the student(s) which could include persuasion, reassurance and de-escalation strategies such as moving to a quiet place and other behaviour management strategies in line with our current behaviour policy. Finding out what the source of what has motivated the behaviour will support resolution.
- Should the behaviour support and management strategies prove to be ineffective, support should be sought from the SLT member on site who will then be responsible for management of the situation. The SLT member will work to calm and control the presenting situation and decide next steps which may include contact with home or time off site with the individual concerned. If necessary, the school police officer or local police can be called for support.

- **Records/reporting:**

- When you return to your home upon completion of your activity you must contact the agreed member of SLT/Welfare practitioner to give a synopsis of your day with the student.
- You must ensure that any incidents are recorded appropriately on SIMS.
- You must complete the 'Interventions' report on SIMS.

## Pre-September In-School Procedures for Students and Staff

### **Setup requirements**

One hand sanitising station next to the front gate where students are arriving.

One hand sanitising station next to the back door where students will enter for bathroom use.

All staff to carry hand sanitising gels and have access to wipes.

All staff to wear gloves and masks to reduce the risk of transmission.

A bin with a lid to be placed outside to be used to discard used tissues and antibacterial wipes – bins to be placed next to sanitising stations also.

### **Arrival of students at the school:**

Staff members to wear mask and gloves.

One staff member to greet student by the front gate.

An antibacterial hand gel pump to be set up by the entrance.

Staff member to ensure student has properly sanitised hands.

Staff member to explain the safety procedures to students (social distancing, using hand sanitiser, washing hands, toilet and lunch procedures).

### **Lunch and snack procedures:**

One staff member to manage the handling and distribution of food (meal deals).

Students to wash hands for 20 seconds at the hand washing station prior to collecting their lunch.

Any packaging to be wiped down by an antibacterial wipe prior to distribution.

Staff member distributing food must be wearing gloves.

Bottled water or single use cups must be used and disposed of appropriately.

Single use cutlery to be used where possible. Cutlery must not be shared.

Staff must provide their own receptacle should they wish to consume hot beverages.

### **Bathroom use:**

A staff member to escort one student at a time into the school building via the back entrance by the staircase.

Sanitising station to be by the door and students and staff to use hand sanitised prior to entering the building and when leaving the building.

Staff member to provide student with an antibacterial wipe to wipe down the bathroom door handles after use.

Paper towels must be used to dry hands and placed in a lidded bin.

**End of day procedure:**

When leaving the school, students are to be escorted by a staff member to the gate.

Student must sanitise their hands at the sanitising station next to the front gate prior to leaving.

- **Other considerations:**

All staff to carry portable hand sanitisers and have access to wipes.

Staff must regularly wipe surfaces that are regularly touched

Staff must model appropriate social distancing and use of hand sanitiser and encourage students to do the same.

All tissue and similar items must be placed in a lidded bin and disposed of in the large bins at the close of the session.