

Temporary amendment of their Behaviour Policy relating to Covid-19

Context

Following the recent implementation of Covid-19 lockdown rules, which have meant the vast majority of school pupils have been educated at home, GTS is currently planning for the return of Year 10 pupils from 15th June 2020.

In reopening GTS, leaders will have much to consider regarding the health and safety of their pupils and staff. This includes the behaviour policy and practice in light of the conditions in which schools operate being different to those which prevailed prior to the lockdown.

Schools should refer to DfE guidance released to support schools in the planning for the return of pupils other than the inclusion of pupils currently attending school as Key Worker children or children known to Social Care, or otherwise deemed at risk. DfE guidance [planning guide for primary schools](#) 14 May 2020.

Behaviour Policy – COVID-19 temporary amendments

It is for the governing board to set the principles for behaviour and inclusion. It is for school leaders to develop operational policy and practice based on the guidance available and in line with board expectations.

As children begin to return to school in greater numbers and with Covid-19 concerns in mind, staff at GTS should work to identify pupils who may present behavioural challenges on their return to school. GTS will maintain its inclusive ethos; we will all be working on the basis that we want to find ways in which to accommodate all children successfully. This may of course include children who prior to lockdown were at risk, but also children who have had difficulties or even traumatic experiences whilst away from school and children who will find returning to a school quite different from the one they left, confusing, unpredictable and challenging.

School leaders must also consider the health, safety and wellbeing of staff and all other children attending the setting. If a child is unwell, or showing the symptoms of Covid-19 (as defined by current government guidelines) or the school has information that parents are not following current government guidelines, they will expect the child to remain at home and offer provision and support remotely informing relevant partner agencies through the Early Help triage process. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom-free child to return to school. Leaders will use their professional discretion, working with any partner agencies and LA officers should other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children.

Pupils and parents must recognise that behaviour in school must adhere to the guidance set out by the DfE. The school needs to minimise the risks linked with Covid-19 but also the associated anxieties.

Amendments to behaviour policy during the COVID-19 pandemic:

Altered routines for arrival or departure	Pupils must arrive in school via the rear roadway and enter the building by F3 (Year 10 Pupils) J block entrance (Key worker/Vulnerable pupils). Social distancing (2m) should be adhered to on route to school and from point of drop off. Yellow lines must be used to assist in this.
Instructions on hygiene, such as handwashing and sanitising	Pupils must follow all guidance and use hygiene facilities regularly and in a respectful manner. Advice and guidance is provided around the site to assist with this
Instructions on who pupils can socialise with at school	Pupils must only socialise with peers from their “own bubbles” and must maintain 2m social distancing.
Moving around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)	Pupils must follow floors markings and one-way systems as designated. Pupils remain in their allocated areas and bubbles during break and lunchtimes.
Expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’)	Pupils must follow guidance. All classrooms have tissues and pedal bins with lids.
Telling an adult if they are experiencing symptoms of coronavirus	Pupils must inform an adult if genuinely feeling unwell. Posters will be displayed across the school. Pupils <u>must not</u> claim to be ill unless it is genuine.
Rules about sharing any equipment or other items including drinking bottles	All pupils must bring their own equipment and take it home each day. It must not be shared.
Amended expectations about break and play times, including where children may or may not play	Pupils remain in their allocated areas and bubbles during break and lunchtimes. They must only participate in activities that do not breach the 2m social distancing expectations.
Toilets and cloakroom facilities	Pupils will only use the toilets designated for their bubbles. Pupils should try to adopt a “one in one out” approach and should vacate the toilets ASAP having followed hygiene and social distancing guidance.
Maintaining vigilance and showing understanding/respect towards Covid-19	Behaviours such as; comments, jokes, invading other people’s space that undermines the significance of the risks for makes staff and pupils may result in consequences as identified below
<p>Pupils not following the behaviour expectations will receive verbal warnings and behaviours recorded as C1 in order to identify any patterns of behaviours.</p> <p>If the behaviours continue, the pupil will be removed from their bubble and parents / carers asked to collect them immediately.</p> <p>A decision will be made by SLT if the pupil is to return the following day(s) or whether they will be told to continue to work from home for the remainder of their allocated provision.</p>	
Defacing, removal, destruction of signage, PPE, hand washing stations, sanitisers etc.	Pupils must respect the additional protective measures put in place to maintain hygiene

	and social distancing.
If pupils are found to be in breach of this rule, they may receive a Fixed Term Exclusion for the remainder of their allocated provision.	
Coughing or spitting at or towards any other person	Due to the risk of contagion, deliberately coughing or spitting at another person is now a criminal offence. Regardless of whether a child is pretending to cough or spit in another's direction or whether they have symptoms or not they will be removed in the same way.
If a pupil coughs or spits in another's direction, they will be immediately removed from their bubble and their parent/careers asked to collect them. The nature and the context of the incident will be reviewed by SLT and appropriate sanction agreed. The pupil will receive a Fixed Term Exclusion for the remainder of their allocated provision or it may lead to a Permanent Exclusion.	

Whilst it is likely that further guidance will be issued from the DfE, where schools are predicting risk which may lead to exclusion of a pupil the following would be useful:

- School teams should risk assess and consequently develop a school-based plan designed to meet the pupils' needs, reduce the risk of incidents occurring and which consider the safety and wellbeing of the pupil themselves, other pupils and school staff.
- Reference should be given to the Devon Graduated Response Tool, EHCPs and other assessment processes. Through the tool, school staff can consider their proactive and responsive plans based on their understanding of the child's needs.
- Relational Support Plans, Co-Regulation Support Plans and Behaviour Care Plans are all useful templates for school-based plans. These can also be supported by resources such as the Five Point Scales which can be found on the [Babcock Support for Schools](#) pages.
- Where the individual planning for identified pupils is proving challenging, school staff should liaise with Babcock LDP SEN Support Teams and/or the DCC Inclusion Team as well as other agencies who may be involved with the child and family.
- Where a reduced timetable is being considered, other agencies should be consulted, a consensus agreed and an [Annex R](#) should be completed and returned to DCC Inclusion
- Once children are in school, school-based plans should be monitored, reviewed and adapted when required. The SEND Code of Practice Assess, Plan, Do, Review approach applies to all children with identified SEN including unmet SEMH needs.
- If despite detailed planning and implementation, behaviour proves to be challenging, schools should again seek the support of Babcock LDP SEND Support colleagues and DCC Inclusion colleagues who can support the review of school-based plans. Under current working arrangements that will be on a virtual basis.
- If a child has an EHCP and there are specific concerns about the individual's needs in attending school, this should be addressed through a discussion with parents about the delivery of the EHCP. Advice about how to frame this discussion is provided in the [SEND risk assessment](#).

No school wishes to exclude a child or young person however, where there is a significant breach or persistent breaches of the school behaviour policy (and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school):

- Headteachers can consider either fixed or permanent exclusion as a response.
- For permanent exclusions reference should be given to the DfE guidance – [Exclusion from maintained schools, academies and pupil referral units in England](#).
- For fixed term exclusion Headteachers should complete a Covid-19 amended [Annex B](#) and return to DCC Inclusion.

- Where a pupil is excluded for disciplinary reasons, schools should reassess the pupil's RAG rating on their Vulnerable Pupils list. Where the pupil is open to social care, schools should speak to the social worker prior to the exclusion where possible and as a minimum notify the social worker to ensure there is a log of the call.
- During Covid19 restrictions, consideration should be given to maintaining contact with the child and family during the period of exclusion.
- During the exclusion period, schools should review the pupil's school-based plan considering what will need to be different about provision for the pupil to be successful on their return.
- On their return the pupil should be involved in a reintegration meeting which will outline how the school aims to support their successful inclusion.
- On the pupil's return to school staff should implement the school-based plan effectively and consistently. They should continue to review the effectiveness of the plan making changes where appropriate. When in doubt, they should liaise with Babcock LDP SEND Support colleagues, DCC Inclusion Team Colleagues and other agencies.
- For permanent exclusion the duty lies with the local authority to provide education from day 6 of the exclusion, however you should have notified your chair of Governors and may wish to adjourn the Governors disciplinary meeting until all parties are able to access the hearing.
- Until day 6 and or until notified by the Local Authority Inclusion team, the school should maintain daily contact with the pupil and parent/ carers.

Useful links:

[Babcock LDP SEN Support Teams](#)

[DCC Inclusion Team](#)

[Devon Graduated Response Tool](#)

[Governance Consultancy Team](#)

[Coronavirus posters for schools to display](#)