

Temporary Amendment to the Behaviour Policy To meet the changing circumstances related to Covid19

Behaviour Policy

The governing board sets the principles for behaviour and inclusion. We have developed an operational policy and practice based on the guidance available and in line with board expectations.

As we begin to return to school in greater numbers and with Covid19 concerns in mind, we need to identify children who may present behavioural challenges on their return to school. We will work 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.

We must consider the health, safety and wellbeing of staff and all other children. If a child is unwell, or showing the symptoms of Covid19 (as defined by current government guidelines) or if we receive information that parents are not following current government guidelines, we 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 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.

We will use our 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.

Therefore we are adding the following to our behaviour policy during the **COVID19 pandemic**:

Pupils and parents will follow the new arrival and departure routines to school; keeping to allotted times, where possible, for arrival and departure. One parent will accompany each pupil/family group and parents will follow the guidance of staff to arrive and leave school site safely.

Upon arrival and throughout the day, pupils will adhere to washing their hands correctly and for twenty seconds each time.

Pupils will follow the instructions about who they can and cannot socialise with.

Pupils will follow the rules about where they can move around and who they can move with.

Pupils will follow the rules around sneezing, coughing, tissues and disposal and always follow 'catch it, bin it, kill it' within the school grounds.

Pupils will immediately inform a member of staff if they begin to experience symptoms of the coronavirus; feeling hot, sore throat, loss of sense of smell or beginning to cough.

Pupils will adhere to the rules about sharing equipment in their bubble; stationary, outside equipment, water bottles and packed lunches.

Pupils will adhere to keeping in their allotted spaces at playtimes.

Pupils will ask to go the toilet and use the toilet allotted to their bubble.

Deliberate coughing, spitting or biting towards another pupil or adult will not be tolerated in any way.

We will continue to use a time out sanction for pupils struggling with keeping classroom rules. Time out will be in a space within their bubble or in the Head's office.

We will identify any reasonable adjustments that need to be made for pupils with more challenging behaviour or special educational needs.

For some children we will make a personal risk assessment for their needs and develop a school based plan for them in order to reduce the risk of incidents occurring and will consider the safety and wellbeing of the pupil themselves, other pupils and school staff. When doing this we will reference the pupil's EHCP and other assessment processes.

If the individual planning for identified pupils is proving challenging, we will liaise with parents and 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 will be consulted, a consensus agreed and an Annex R will be completed and returned to DCC Inclusion.

Once pupils are in school, school-based plans should be monitored, reviewed and adapted when required. The SEND Code of Practice Assess, Plan, Do, Review approach will be applied to all children with identified SEN including unmet SEMH needs.

If despite detailed planning and implementation, behaviour proves to be challenging, we will 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 will be addressed through a discussion with parents about the delivery of the EHCP.

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) we will consider either fixed or permanent exclusion as a response.

Permanent exclusions will reference the DfE guidance – Exclusion from Maintained schools, academies and pupil referral units in England.

Fixed term exclusions the Head of School will complete a Covid 19 amended Annex B and return to DCC Inclusion.

