



BEHAVIOUR POLICY

COVID 19 APPENDIX

1. What happens if a child shows symptoms of Covid19?

- Place the child in an isolation room as outlined on Risk Assessment (conservatory - WD, Mulberry outside area - Berry). The Parents should be called immediately. Staff members wear PPE and remain socially distanced until the child is collected.
- If a child is unwell, or showing the symptoms of Covid19 (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.

2. Altered routines for arrival or departure

- Arrival and departure times staggered by 15 minute intervals to avoid large groups waiting to access school and mixture of bubbles.
- Social distancing encouraged outside school gates with lines marked on floor and member of staff on gate duty,
- If children are finding it difficult to separate from their parent, staff should ask the parent to return home with their child. They will then receive a 'follow up' phone call to make a plan for the following days.

3. Following school instructions on hygiene, such as handwashing and sanitising

- Hand sanitisers placed at entrances to classrooms must be used before entering the classroom.
- Hand washing lesson on return to school

- Staff and pupils must regularly wash hands throughout the day (on entry to school, before eating, after returning in from outside play, on return home - minimum)
- Tissues must be placed in lidded bins

4. Following instructions on who pupils can socialise with at school

- Children and adults MUST stay within allocated bubbles of children.
- Children and adults must stay within designated indoor areas outlined on 'bubble plan'
- Children and adults must enter and exit classrooms via doors as outlined on the bubble plan to avoid contact between bubbles when moving around the school.

5. Moving around the school following specific instructions

- One way system used in the corridor at West Down as arrows show on carpet.
- No queuing needed AT ALL during school day (i.e lunches will be delivered to classrooms)
- Children and staff must adhere to the rota system for outdoor areas.

6. Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')

- Children will be reminded daily and when needed about 'Keeping Ourselves Safe' (from checklist). Using tissues, sneezing into the elbow, disposing of tissues immediately.
- Lidded bins in each classroom and toilet (must be emptied at least twice daily).
- Children must be reminded to throw tissues away immediately.

7. Telling an adult if they are experiencing symptoms of coronavirus

- Children reminded in safety talk ('Keeping Ourselves safe') each day to tell an adult if they feel unwell at any point

8. Rules about sharing any equipment or other items including drinking bottles

- Children and adults to have their own set of stationery.
- Children reminded in safety talk ('Keeping Ourselves safe') each day to avoid sharing equipment and put toys aside for cleaning when needed.

9. Amended expectations about break & play times, including where children may or may not play

- Rota system for outdoor spaces
- Outdoor equipment cleaned between groups.
- No use of fixed outdoor equipment i.e trim trail at WD.

10. Use of toilets and cloakroom facilities

- Bubbles/ groups to be allocated toilet facilities for use by their bubble

- Adults to check facilities before and after use
- No use of cloakrooms. Children to leave all coats, drinks bottles, packed lunches etc at designated station/ desk
- Adults take particular care when using shared staff toilets. Cleaning equipment will be available to clean before and after use.

11. Clear rules about coughing or spitting at or towards any other person

- Children will be reminded in safety talk ('Keeping Ourselves Safe') each day.
- If a child deliberately coughs, spits at or towards another person they will be moved to the isolation area until they can be collected by parent/ guardian. This is an exclusion and will be recorded as such. A headteacher will determine the length of the child's exclusion from school based on the circumstances. A staff member must stay with the child until collection, remaining socially distanced and wearing PPE (if needed) . A senior member of staff will undertake a virtual reintegration meeting to plan how the child can be supported to return to school safely.

12. Amended rewards and sanction system where appropriate.

	Green Cards	Yellow warning	Red Cards To be renamed
Children in school	Virtual green cards issued and emailed to the child - celebrated in person.	Verbal warning given to child. Email sent to parents with details.	Explained verbally to the child. Emailed to parents and followed up with a phone call or virtual meeting if needed.
Children at home	Virtual green cards issued and emailed to the child. Celebrated during phone or video calls when possible	Warning given by phone, during video call or by email as appropriate. Email sent to parents with details	Explained to child over the phone where possible or by email. Emailed to parents and followed up with a phone call or virtual meeting if needed.

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

- Risk Assessments completed for children with an EHCP. Strategies put in place to support children and lower risk.

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 pro- active 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):

- Head Teachers 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 Head Teachers should complete a Covid19 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](#)