



Marches Academy Trust

Date of last review: **June 2020**

Approved: **07.07.20**

Date of next review: **September 2020**

# Covid-19 Annex to Primary and Secondary Behaviour Policies

## **CONTENTS**

<b>1.</b>	<b>Purpose</b>	<b>3</b>
<b>2.</b>	<b>Pupil Code of Conduct</b>	<b>3</b>
<b>3.</b>	<b>Sanctions for unsafe behaviour during the partial closure (this could include not following instructions for social distancing)</b>	<b>4</b>
<b>4.</b>	<b>Pupils with Special Educational Needs and Disabilities</b>	<b>4</b>

# 1. Purpose

On Thursday 14<sup>th</sup> May, 2020, the Department for Education (DfE) published updated guidance for preparing for the wider opening of schools from 1 June.

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

This annex of Marches Academy Trust Primary and Secondary Behaviour Policies contains details of individual arrangements. We will follow DfE guidance to inform development of school policies as required. ([Coronavirus \(COVID-19\): guidance and support](#))

Each school acknowledges that pupils will have had a range of different experiences during the lockdown period, which may have had an impact on their behaviour presentation upon return to school. Some pupils may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence.
- Challenging behaviour; fight or flight response.
- Anger; shouting, crying.
- Hyperactivity and difficulties maintaining attention.

For some children, including those with attachment concerns or SEND, and especially those who have Autistic Spectrum Disorder, the change in routines and lack of familiarity will require additional adjustment. Each school will continue to make reasonable adjustments to support each pupil on an individual basis.

Each school recognises that behaviour could be a sign that for some individual pupils there is an unfulfilled need and that the behaviour is communicating that there is a problem. Each school will undertake an individual risk assessment for the pupil if needed and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

# 2. Pupil Code of Conduct

Pupils are expected to:

- arrive to and depart from school premises at the agreed time, not before or after. (Adults should maintain a two metre distance to other families when dropping off or collecting their children from each school setting);
- follow the settings guidelines when entering the school building for example handwashing/sanitising, entrance through allocated doors;
- remain in their designated seating within the classroom during lesson time;
- follow the school's guidelines on movement around the school site; each school across Marches Academy Trust will have different guidelines to take into consideration the building and premises;
- keep a safe distance from other pupils and refrain from physical contact with their peers;
- in some settings children will be expected to remain in their allocated space within age appropriate expectations. There will be the right level of flexibility within each classroom;
- sanctions will be age-appropriate, taking into account the level of understanding of our youngest children;
- follow the schools guidelines for social times and toilet visits;

- maintain healthy practise when coughing or sneezing: the main principal is to **‘Catch it, Bin it, Kill it’**: cover any cough or sneeze with a tissue, then throw the tissue in a bin. Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands;
- refrain from spitting or coughing at or towards other pupils and members of staff;
- maintain responsibility for their own equipment eg stationery and water bottles and ensure that these are not shared with other pupils;
- tell a member of staff if they are unwell. Staff will then make a judgement and will act according to Health and Safety protocol during COVID 19.

### **3. Sanctions for unsafe behaviour during the partial closure (this could include not following instructions for social distancing)**

- Conversation with pupils may include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil’s parent/carer and the pupil removed from school site immediately.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance. [Exclusion from maintained schools, academies and pupil referral units in England](#)

### **4. Pupils with Special Educational Needs and Disabilities**

Pupils with Special Educational Needs and Disabilities are recognised as being particularly vulnerable and therefore have a need to be reintegrated back into school as soon as reasonably possible.

Each school has worked closely with parents/carers during lockdown and will continue to do so during the easing of lockdown and reintegration back into school. Each school will continue to implement supportive strategies that will inform an appropriate response.

Where a pupil’s needs have changed during lockdown, school staff will assess the level of need and will implement strategies to support the changing need. Where necessary and appropriate the school’s SENDCO will seek external support from other agencies such as Educational Psychologists, Early Help or Family Support Workers.

Risk assessments for some vulnerable pupils have been completed across all schools in Marches Academy Trust, these include some pupils with an Education Health and Care Plan. The risk assessment identifies areas of need and support required to support the pupil. Each school will continue to monitor all of the SEND pupils and develop risk assessments where appropriate, in line with Shropshire Council SEND expectations.

The Headteacher and Board of Trustees will continue to have regard to the SEND Code of Practice and the Equality Act.