

## Appendix A – Temporary Trust modifications to the care, support, guidance and behaviour policy following the Covid-19 pandemic

### 1). General information:

It is important for our Academies to be calm and disciplined environments, where everyone follows the rules. The changes below support the new protective measures and new rules and routines being put in place in our academies for the duration of this pandemic to keep staff and students safe. Staff should ensure pupils understand them and should enforce them rigorously. The disciplinary powers we currently have, including exclusion, remain in place. Fixed term exclusions will apply to school days where the student is expected to attend, for example; where the student is not rota-ed to be in the academy on a day, this will not count as part of the sanction (analogous to a weekend day under normal circumstances). Leaders and staff are aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour and this will be considered in our approach to responding to behaviours of concern.

Some students will return to school having been exposed to a range of adversity including bereavement and long-term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour, additional support for these students may be required. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

### Exclusions:

The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 statutory guidance ‘Exclusion from maintained schools, academies and pupil referral units in England’. They are unchanged, except the government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and IRPs, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. Wherever possible meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the AAB to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. AAB and any arranging authorities should continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend.

### 2). Generic policy difference:

Policy	Policy wording	COVID Difference/Modification
Section 1.7 Page 3	...bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day; ...wear the Academy uniform correctly	Students are not expected to bring equipment to school in order to reduce transmission risk. Individual equipment will be provided for use by students  Students are required to wear appropriate clothing as outlined by the academy e.g. Shirt and trousers.
Section 1.8 Page 3	...ensure full attendance and punctuality ... ensure a student is appropriately presented, dressed and equipped for the Academy in accordance with Academy policy, procedures	Vulnerable, SEND and the children of Key Worker are attending the academy. From 15 June, students in Y10 and Y12 are expected to attend for ‘face to face time’ as allocated.  We are also aware that there may be exceptions to those who can attend school. The Department for Education had provided the following guidance to schools

	<p>and requirements in the Prospectus and student planner</p>	<ul style="list-style-type: none"> <li>· No one with symptoms should attend a setting for any reason.</li> <li>· Eligible children are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable (in which case they should follow medical advice).</li> <li>· If someone in their household is extremely clinically vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.</li> <li>· Parents will not be fined for non-attendance at this time.</li> </ul> <p>Students are not expected to bring equipment to school in order to reduce transmission risk. Individual equipment will be provided for use by students</p> <p>Students are required to wear appropriate clothing as outlined by the academy e.g. Shirt and trousers</p>
<p>Section 1.8 Page 4</p>	<p>... attend parent/carer interviews and appropriate meetings;</p>	<p>Face to face communication with parents will be conducted via telephone, email/written communication or video conference (safeguards in place) in order to reduce transmission risk at this time. In the rare and exceptional case where meetings must take place, social distancing measures will be rigorously enforced.</p> <p>IRP Meetings following FTE will be conducted by telephone or video conferencing (safeguards in place) in order to reduce transmission risk at this time. In the rare and exceptional case where meetings must take place, social distancing measures will be rigorously enforced.</p>
<p>Section 2.2 Page 5</p>	<p>...Warning – Rule Reminder; conduct conducive to learning</p> <p>2.2.1 A reminder of expectations can be given to an individual and also a group/class.</p> <p>Blanket conduct reminders can be given for...</p>	<p>Additional category:</p> <p>2.2.1.5 Health and safety – which may include the following but is not exhaustive:</p> <ul style="list-style-type: none"> <li>• Breaching social distancing</li> <li>• Failing to follow one way system</li> <li>• Failing to use allocated toilets</li> <li>• Using another students equipment or resources</li> <li>• Failing to enter/exit the academy/classroom by the appropriate entrance/exit</li> </ul>
	<p>...Conduct C4 - Fourth negative attitude to learning or <b>immediate C4 for Health &amp; Safety</b> (removal from lesson and detention issued)</p>	<p>Where students do not respond appropriately to rule reminders as outlined in 2.2.1.1 – 2.2.1.5</p> <p><b>An immediate C4 can be issued for Health and Safety</b> – first offence</p> <p>Students should then remain in their bubble until collected by a senior member of staff or Learning Manager and not take themselves to Matrix. Staff should use an appropriate alert system as outlined by the academy e.g. radio, SIMS.</p> <p>Matrix will be 1 allocated room in the academy which will be part of the daily cleaning rota. This could be reflections</p>

		<p><b>More serious or repeated breaches of Health and safety may warrant a C5 or equally C6/FTE.</b></p> <p>This response is a continuum and is determined by the Principal/Identified Senior staff member in bubble.</p> <p>Any sanction must be proportionate, <b>consistent</b>, reasonable and fair.</p> <p>C4 or C5 Detentions will <b>NOT</b> be issued for the duration of the Covid 19 Pandemic</p>
	Issue of C7 – isolation to another academy	Use of C7 and Isolation to another academy are not available for the duration of the Covid-19 Pandemic
Section 10 Page 12	... 10.2 All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy	<p>Any student who is accessing the academy who may be at risk of requiring positive handling due to previous behaviours of concern should have a positive handling plan completed.</p> <p>If this student poses considerable risk to themselves or others. This student following the appropriate completion of the positive handling plan and review by the Director of Inclusion. It may be identified that this student is best supported from home in their learning. Face to face time with staff will be facilitated through telephone contact, email or video conferencing (safeguards in place) in order to mitigate the transmission risk.</p> <p>If a student should require positive handling – the appropriate level of risk should be assessed in situ and wherever possible this should be avoided in order to mitigate transmission risk.</p>
Page 13 Section 11.3	... For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips...	All trips and visits are currently suspended until further notice
Page 13 Section 11.4	...Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a sanction, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.	<p>This may include but is not exhaustive of the following additional categories:</p> <ul style="list-style-type: none"> <li>• Breach of social distancing rules</li> <li>• Placing members of the academy community or wider public at risk of significant harm</li> <li>• Breach of health and safety expectations</li> </ul>
Page 13 Section 11.5	...Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.	<p>Students are expected to behave in a manner that does not place themselves, members of the academy community or wider public at risk of significant harm. Students who breach these expectations will be dealt with in line with academy policy.</p> <p>Students are required to wear appropriate clothing as outlined by the academy e.g. Shirt and trousers to and from school. There will be a relaxation of the uniform rules but sensible and appropriate dress is required.</p>

<p>Page 13 Section 12.1</p>	<p>...A meeting of the Behaviour Committee will be convened by the Academy Advisory Body Behaviour Committee Clerk when:</p> <ul style="list-style-type: none"> <li>• a student has received over 15 days' exclusion in one term;</li> <li>• a student receives 8 C5s in an academic year;</li> <li>• recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the care, support, guidance and behaviour system</li> </ul>	<p>The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'. However, FTE will apply to the days students are scheduled to attend. Other guidance, remains unchanged, except the government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and IRPs, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings.</p> <p>Wherever possible meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the AAB to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. AAB and any arranging authorities should continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend.</p> <p>Meetings could be conducted by video conferencing (safeguards in place) in order to reduce transmission risk at this time. In the rare and exceptional case where meetings must take place, social distancing measures will be rigorously enforced.</p>
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### 3). Specific policy difference:

Policy Wording	Modification	Reason
After school detentions	No C4 or C5 Detentions to be issued for the duration of the Covid-19 Pandemic	This is due to staggered start and finish times and restricting face to face time. As well as reducing opportunity for escalated behaviours of concern that might increase risk of transmission.
<b>Double lessons</b> - if lessons are joined together then the C4 Matrix time lasts the length of the session.	Students are returned to the lesson at the end of the first period and the conduct board is wiped clean. Where concerns continue to be raised appropriate interventions may be used as a reasonable adjustment e.g. home learning package for remainder of face to face time allocation This is at the discretion of the Principal	Allows students to maximise learning opportunities within the classroom. Where concerns continue to be raised appropriate interventions may be used as a reasonable adjustment e.g. home learning package for remainder of face to face time allocation. <b>Risk assessment must be completed (see additional paperwork)</b> . This is at the discretion of the Principal
<b>C4 Other</b>	No C4 or C5 Detentions to be issued for the duration of the Covid 19 Pandemic	This is due to staggered start and finish times and restricting face to face time. As well as reducing opportunity for escalated behaviours of concern that might increase risk of transmission.

		<p>Where students are in breach of academy expectations (Page 19). The academy should inform home and seek to resolve these matters with the parents/carers.</p> <p>This Principal/Identified Senior staff member in bubble may choose to issue a consequence. Any sanction must be proportionate, <b>consistent</b>, reasonable and fair.</p>
<b>C5 Truancy</b>	This should be dealt with as breach of health and safety	<p>Breach of Health and safety will be C5 or equally C6/FTE.</p> <p>Repeated incidences of C5 Truancy - appropriate interventions may be used as a reasonable adjustment e.g. home learning package for remainder of face to face time allocation. <b>Risk assessment must be completed (see additional paperwork)</b>. This is at the discretion of the Principal</p>
<b>FTE ...</b> For both C6 and fixed term work should be set for the student.	Work is provided through the VLE and social media platforms for students in addition to paper resources already being issued by the academy	Sufficient home learning is in place – no statutory additional work is required. Staff may choose to provide additional materials to students at their discretion.
<b>Safer Partnerships Officer</b>	Where social distancing cannot be maintained SPO will be suspended from working in the academy for the duration of the Covid 19 Pandemic	Reduced risk of virus transmission to wider community and into academy.

References:

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>, accessed on 1/6/20

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions> accessed on 1/6/20

This policy should be read in conjunction with the following policies and procedures:

Care, Support, Guidance and Behaviour Policy

Guidance on supporting children with SEN

Covid 19 Safeguarding Policy

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017

Positive Handling Plan