

Covid Addendum to the Behaviour Policy – Humphry Davy School – for the period week commencing 8th March 2021 till 30th July 2021 – though it may be review prior to the end date.

Humphry Davy School core aims and principles contained in our current Behaviour Policy, will remain unchanged.

Humphry Davy School will maintain its high expectations for every student and will continue to use our established strategies, as outlined in the Behaviour for Learning Policy, to provide consistency and clarity.

We are very mindful of the need to support our students with a planned transition back to school on March 8th, by providing clear guidance on any recommendations to mitigate COVID-19 virus risks. Letter sent to parent/carer to share with their child on 01.03.21 and reiterated with students on 08.03.21. To include; changes to school routines, and frequent reminders of our expectations, whilst also having an unwritten teacher understanding that extra time and patience will be required.

We will take into account the possible impact of the virus and lockdown on pupils when reaching a decision as to the level of proportionate consequence i.e. the impact on mental health/wellbeing of being out of school for this period, anxiety, impact on their family, bereavement and concern for family members.

At the heart of our behaviour policy is the opportunity for pupils to learn about and reflect upon their behaviour(s). Before we move to issuing consequences, we ensure that sufficient time is given to supporting students resettle into school; helping them understand behaviour expectations; and what is in place to prevent behaviours from escalating. It is also important to consider the possible affect lockdown and the virus has had on individuals when reaching a decision on a level of consequence. Communication with home is key here.

In making changes to our policy we have considered:

- Review of the full breadth of behaviour management, from prevention through to exclusion
- Specific instances where students wilfully refuse to adhere to the school's management of social distancing or deliberately cough at others, refuse to wear face coverings (when not exempt)
- The difference between wilful acts versus those carried out unintentionally or by students who have specific additional needs.
- Reasonable adjustments should be made, taking into account the needs of pupils including those needs.

Reasonable adjustment and support for vulnerable students

We know that for some of the students returning to school will be a challenge. This is likely to be even more challenging for any student who might struggle to adjust to new routines, structures and expectations, particularly, but not limited to SEND students.

We have thought carefully and made reasonable adjustments to support any transition back to school. Below are some of the actions we may take, as appropriate, for those students:

- Rehearsed return for students with an EHC plan or SEND students who do not have an EHC plan.
- Rehearsed return for those who may have retained consistent emotional support from our student support team.

- Transition discussion for all students – prior to starting school, *where considered helpful, students have a meeting (online or otherwise remotely) with a key member of staff, providing the opportunity to discuss and familiarise themselves with the new physical environment, routines and expectations. Families are part of this process to support and reinforce the new routines and expectations at home as detailed in the letter dated 01.03.21.
- Additional wellbeing and socialisation sessions for all and some are timetabled as part of tutor time and individual sessions to address the revised rules and routines, as well as daily wellbeing.

Behaviour policy changes in implementation routines:

To address the requirement of social distancing and keep the community safe, there will be some changes to the policy:

- Students will not be ‘buddied’ in another year group classroom after a second warning.
- Instead, if a child does not follow instructions and is given a second warning, the child will be moved to a separate room within the **same year** zone and the class teacher or a member of the Senior Leadership team (named on call staff each day) will, using social distancing, speak to the child to ensure they understand the expectations. * class teacher will need to make a note on SIMs of the room location for track and trace purposes.
- If the child continues to be unable to follow instructions then we will call the parents to ask their support to explain the importance of following instructions and discuss next steps.

Serious incidents:

- If a pupil wilfully ignores or refuses to follow instructions which place others at risk or vulnerability, then the child will be moved by on call and placed in a space deemed safe by the leadership team as appropriate to the circumstances. The parents will be called to advise. A member of the senior leadership team will discuss with parents what steps need to be taken. If the school’s senior leadership decides that it cannot keep the child safe and/or other children/adults may be at risk, and therefore in breach of our Behaviour for Learning Policy - then parents should expect that this may precipitate some isolation (with continued lesson content provided) within the school. If necessary, the school will fixed term exclude the child.
- In an extreme case where restraint is needed, this will be carried out by trained staff members, wearing PPE if possible. Parents will be called. There will be a discussion with parents and a member of the Senior Leadership team as to whether there is a serious breach of the behaviour for learning policy – considering the needs of the child, other children and adults. If necessary, the school will fixed term exclude the child.

New Exclusions Guidance

On Friday 29 May 2020, the government published statutory guidance on changes to the exclusion process during the coronavirus outbreak updated 05 October 2020. Whilst *Exclusion from maintained schools, academies and pupil referral units in England 2017* remains the key statutory document for schools, the DfE have issued interim guidance during the coronavirus

outbreak. Found here: <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>