

Launceston College MAT Behaviour policy - Covid19 Addendum June 2020.

This document is to be read in conjunction with the existing [behaviour policy](#), and serves to identify alterations to practice during the period of partial opening.

Amendment to school behaviour policies

For students who are attending school sites, the understanding and adherence to amended procedures is paramount. Such procedures have been put in place to support pupil and staff safety and to reduce the possible transmission of the virus. Each school is to produce a Covid19 Code of Conduct (appendix 2), located in the appendices of this document, identifying the key procedures in place on each site.

Where a student struggles to adhere to procedures, individual risk assessments (appendix 1) are to be carried out to determine if reasonable adjustments can be made. Such adjustments are to be summarised in a school based plan designed to meet the pupils needs, reduce the risk of incidents occurring and which consider the safety of the pupil themselves, other pupils and school staff.

Reference should be given to the Graduated Response Tool, EHCPs and other assessment processes. Through the tool, school staff can consider their proactive and responsive plans based on their understanding of the child's needs. Where the individual planning for identified pupils is proving challenging, school staff should liaise with local authority SEN Support Teams and/or the Inclusion Teams to determine the most appropriate provision at this time.

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 local authority SEND Support colleagues and 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.

Use of Exclusions

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):

Principals, in consultation with the CEO, 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 Principals should complete a Covid19 amended Annex B and return to the appropriate local authority.

Where a pupil is excluded for disciplinary reasons, schools should reassess the pupil's 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, for example through telephone or video meeting.

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 the relevant local authority SEND Support colleagues and/or 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 notify the Chair of the LGB, and request that the clerk to the MAT Board convene a panel to review the exclusion. Trustees may wish to adjourn the Governors disciplinary meeting until all parties are able to access the hearing; virtual meetings to consider a permanent exclusion can only go ahead if all parties are in agreement, and can access the technology required for the meeting reliably. It is recognised that panel meetings may not take place within 15 school days of the decision to permanently exclude; parents and the Local Authority must be advised of this delay, and documentation of communication maintained by the Clerk to the MAT Board. Updated guidance can be found in the [DfE document](#).

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.

Appendices

1. Risk assessment template
2. Covid 19 Code of Conduct

Appendix 1 - risk assessment template

Altarnun Primary	Atlantic Academy	Bideford College	Egloskerry Primary	Launceston College
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Individual Pupil Risk Assessment

Forename		Surname:	
Known as:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other
Date of birth:		NCY:	

Excluding School:	
Person completing this form:	

Who might be harmed? E.g. students, self, employees, work experience students, new/expectant mothers, public

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Brief Background

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Hazard	History (Yes/No)	Control measures/comments	Risk Level (High/ Medium/ Low)
Bites/spits			
Grapples/wrestles/pushes/touches inappropriately			
Head butts			
Kicks/stamps			
Lies on the floor/thrashes on floor			
Self-harms			
Shouts/screams			
Slams doors			
Slaps/pinches/punches/scratches/ pushes/pulls hair			
Throws items/uses 'weapons'			
Unpredictable behaviour			
Verbal abuse/threats			
Causes damage			
Disruption to classes			
Graffiti			
Runner			
Attachment to inappropriate persons			
Targets other pupils/individuals			

Other 'high profile' pupils also permanently excluded from the same schools			
Implications with off-site visits			
Arsonist			
Climber			
Carries weapons			
Known to use legal/illegal highs or other drugs			

Triggers e.g. inability to cope with group activities, does not accept rules/instructions	History (Yes/No)	Control measures/comments	Risk Level (High/ Medium/ Low)

Are there any foreseeable hazards associated with this pupil?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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List any additional control measures e.g. must not be alone with pupil/high risk on trips or climbs out of windows
Line manager's comments e.g. list any action required that has been referred to higher management and state to whom it has been referred and the outcome

Name:		Role:	
Signed:		Date form completed:	
Email:			

Appendix 2. Covid 19 Code of Conduct

[Altarnun Primary](#)

[Atlantic Academy](#)

Bideford College

Egloskerry Primary

Launceston College