



School Behaviour Policy and Tarka Learning Partnership Pupil Exclusions Policy: COVID-19 addendum

Tarka Learning Partnership

Sticklepath Community Primary Academy



Approved by:

Andy Cotton CEO

Date: 27th May 2020

Next review due by:

3rd June 2020 Board of Directors

Contents

This policy applies to all pupils in the Tarka Learning Partnership.

1.0 Context

This policy addendum reflects the specific pupil behaviour and pupil exclusion issues all TLP schools require all parents, employees to be aware of as the school prepares for wider opening of the school to greater numbers of children/young people in addition to those who have been attending either as deemed vulnerable, or are children of key workers during the COVID-19 outbreak and until further notice.

The school's behaviour policy remains the key policy document when managing pupil behaviour and the Tarka Learning Partnership pupil exclusions policy is the core document when considering a pupil exclusion. School leaders must consider the health, safety and wellbeing of staff and all other children/young persons attending the setting during the COVID19 outbreak and in line with government guidance and the two key documents above the TLP schools set out in this addendum the specific considerations in managing pupil behaviour whilst protecting the health, safety and well being of other young people and staff.

The Government published updated guidance about pupil exclusions in the link below. The link centres advice on process including timescales and the format of meetings.

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

The arrangements come into force on 1 June 2020 and will apply to all exclusions occurring from then until 24 September 2020 (inclusive of those dates). The arrangements also apply to:

- permanent and fixed term exclusions occurring before 1 June which have not yet been considered by the governing board of the school
- permanent exclusions occurring before 1 June which have been considered by the governing board, if they have chosen not to reinstate the pupil and the time limit to apply for a review of this decision has not passed
- permanent exclusions occurring before 1 June where a parent (or pupil aged 18) has requested a review of a governing board's decision, but this has not yet happened

Any exclusions covered by the arrangements will continue to be subject to them after 24 September 2020, until the procedures for scrutiny of the exclusion have been exhausted.

An exclusion should be taken as having 'occurred' on the first day of the exclusion (not the date when the decision to exclude was made or communicated).

2.0 Sending a child/young person home with COVID-19 symptoms and/or evidence of family non-compliance with national/local infection control measures

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. 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. Families will be expected to follow national/local isolation guidance. Leaders will use their professional discretion, working with any partner agencies should other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children.

3.0 Following routines to support the health and well-being of all pupils and staff

If the school is to maintain a high standard of care for both children/young people and staff, then pupils must follow the routines laid down by each school to mitigate the risk of infection such as washing hands, queueing, following social distancing measures, handwashing, lunch routines, expectations about managing sneezing, coughing and use of tissues etc. Nationally there have been incidents of threatening behaviour including spitting and coughing towards people in authority and it must be made clear that in protecting the health of others on the school site, pupils who will not follow routines established to reduce risk of infection will be subject to the school's behaviour policy and if more serious or persistent behaviours occur then Head Teachers will consider the use of pupil exclusion.

4.0 Pupils with special educational needs

School teams should risk assess pupils with behaviour, social, emotional needs and mental health needs and consequently review/develop a school-based plan designed to meet a pupil's needs in relation to reducing the risk of incidents, which compromise the safety and wellbeing of the pupil themselves, other pupils and school staff. Behaviour care plans can be amended and external advice sought if it is possible and safe to do so.

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 team. Once children/young people 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 can consider the support of external advice including DCC Inclusion colleagues, who can support the review of school-based plans. Under current working arrangements that will be on a virtual basis.

5.0 Pupil Exclusion

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 and the Tarka Learning Partnership Policy on Pupil Exclusions
- Head Teachers must consult the CEO before deciding to permanently exclude a pupil
- For fixed term exclusion Head Teachers should complete a Covid19 amended Annex B and return to DCC Inclusion.

6.0 Safeguarding Considerations

Where a pupil is excluded for disciplinary reasons including non-compliance with infection control measures, 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. Parental attendance will only be possible if it is safe to do so.

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 other agencies.

For permanent exclusion the duty lies with the local authority to provide education from day 6 of the exclusion. The school may wish to adjourn the Governors pupil disciplinary meeting until all parties are able to access the hearing. Advice will be sought from DCC Inclusion team to support governors in their duties to fairly hear a pupil discipline case.

Until day 6 and or until notified by the Local Authority Inclusion team, the school should maintain virtual daily contact with the pupil and parent/ carers.

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