

## **Covid – 19 Addendum to Behaviour and Exclusion Policy**

The following policy addendum has been designed with reference to the Department for Education guidance document found here:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schoolsfrom-1-june/planning-guide-for-secondary-schools>

### **Rationale**

Given the current situation with regards to Coronavirus, it is essential that the Academy's behaviour policy reflects the need for increased safety, vigilance and hygiene in the community. We are conscious of the shared challenges following the lengthy school closure, and as such are committed to ensuring that all of our students and staff return to a safe and secure environment, in which they can continue learning and developing. In revising our policy we have worked on the following principles:

- 1) Hygiene is paramount. We must ensure that we reduce possible risks of virus transmission. This has been the first priority in all planning for a phased return.
- 2) There are new, additional risks which we must plan for as a community.
- 3) Consistency provides safety and security for students. These expectations will be communicated with kindness to students.
- 4) There will be gaps in knowledge on behalf of the students, we must ensure excellent behaviour is in place, in order for these gaps to be filled.
- 5) The new, and unique, expectations for behaviour must be communicated to both students and parents. We will explain to students what we expect, and then hold students to account for their actions.

The below addendum will be split into three parts; safety (the measures which we are taking to ensure the safety of the whole community), expectations of conduct and expectations of remote learning.

### **Safety**

University Academy of Engineering has a number of routines in place already which will be strengthened and adapted to further enhance student safety whilst on site. Our students are used to a routined way of working, and engaging in the school day, and as such are well placed to engage with the additional routine and structure we will put in place to ensure theirs, and the staff's safety.

### **Safety Measures**

1. Year group bubbles  
Each year group will be treated as a 'bubble'. They will only be able to mix with students from the same year group. They will have their own outside space at lunchtime and break time. They will have their own staircase and must not use other staircases. They will also be taught in a suite of classrooms on the same floor of one of the buildings, their zone. Almost all of their lessons will be in their zone. Occasionally they will be scheduled to have a lesson in a specialist room (e.g. Science, Music, Design and Engineering) that is not in their zone.

However, we will not be able to provide as many practical lessons in specialist rooms as they have been used to.

When moving between lessons in their zone, and during break and lunchtimes, students should try to maintain a distance of at least a metre between themselves and other students. The teachers will move between the zones to teach their lessons, so the students will still have specialist teachers for all of their subjects. Students should try not to touch staff. Because the staff are going to be working with several year groups they will be socially distancing from the students in lessons and around the school.

2. Books, equipment and marking

We will be reissuing all the students with a different locker that will be in their zone. They should keep all of their books and equipment either in their school bag or their locker. Teachers will not be allowed to touch the students' books. This will mean that much of the work is done using chromebooks through Google Classrooms. This is where their work will be marked. Students will not be able to borrow equipment from each other or from the teacher. Please make sure they have a pencil case containing 2 black or blue pens, a pencil, a ruler, a rubber and a calculator every day.

3. Masks

All students should bring a reusable face mask with them to school. When they arrive in school this should be placed in a resealable plastic bag. Students will not be required to wear masks when they are in their year group zones. This includes during lessons, moving between most lessons, at break time or at lunchtime. Some students may wish to wear a mask in their lessons and in the corridors within their zone. We will allow them to do this if they want to, but it is not required. However, there will be occasions where they will need to leave their year group zone, such as moving to be taught in a specialist room (e.g the music room). They will need to wear their mask when they are not in their year group zone.

4. Handwashing and hand gel.

Each year group has their own set of toilets and sinks for handwashing. We will also be making anti bacterial hand gel available for students to use in every classroom. Students may wish to bring their own hand gel with them, but this is not required.

## **Expectations of Conduct**

Hygienic Behaviour:

We will explain to the students what hygienic behaviour is, and then expect the following from them.

- Not to come to school if they display any symptoms of Coronavirus, following the latest guidance from the Government and ensuring that when safe, they access a test for Coronavirus.
- To come to school with tissues and where possible hand sanitiser.
- To put used tissues in their pockets until they pass a bin.
- To wash hands, for at least twenty seconds often.
- To follow good coughing etiquette, coughing into their elbow if coughing is necessary.

Any deliberate non – hygienic behaviour will be treated with the utmost severity. Unhygienic behaviour may include, but is not limited to:

- Spitting
- Fake coughing
- Throwing tissues on the floor.
- Purposefully going against social distancing guidelines.
- Chewing gum.
- Deliberately touching other people's belongings.
- Any act which may increase the chances of transmission of the virus.

Any behaviour which may increase the likelihood of virus transmission, may result in students being sent home and excluded. Any instances of behaviour identified as deliberate unhygienic behaviour will be logged on a central record in the same way as incidences of bullying.

As with all actions the academy will make decisions based on the balance of probability. Please see the academy behaviour policy for an extensive explanation of this.

## **Engagement in Class**

At UAE we have always recognised the importance of providing a classroom environment conducive to learning. There will be gaps in knowledge and on behalf of the students, we must ensure excellent engagement is in place, in order for these gaps to be filled. To enhance this, we will continue to implement and follow a model that reinforces the key message that lessons are for learning. We do not tolerate any behaviours that inhibit learning, based on the premise that in lessons all students are expected to be engaged in their learning. Our parents will be reassured that we will continuously work to ensure that their child will continue to be taught in classrooms free of disruption to learning.

### **Students who fail to meet the engagement expectations will:**

Have their name logged on our new online traffic light system which indicates by way of a formal warning (orange) and the member of staff leading the lesson will inform the student, clearly stating what the warning is for.

The student will receive a second warning (yellow) if again, they fail to meet the member of staff's expectations during the lesson.

The third time during a lesson that a student fails to meet these expectations they will be parked. The teacher records this on Trackit Lights (red) and the student is sent to the parking room.

## **Rewards**

P1, 2,3s will continue to be awarded in class for positive behaviour. These are issued using our Trackit Lights system using the GREEN traffic light tab .To further enhance this system at the end of every term the students with the most P3s can participate in the community rewards week. Students will have the opportunity to gain a P1, worth 1 point, P2, worth 2 point P3, worth 3 points and a P4 postcard which is worth 4 points. Trackit Lights certificates will automatically generate once students reach a certain amount of positive points. Weekly updates of positive and negative totals are shared with our schools community during form time and assemblies.

## **Social Distancing**

The academy will set clear guidelines on social distancing, and will share these with students and parents. These may involve any updates which will be communicated. They will be communicated via email. Currently we expect the following of all students:

- Remain in their year group bubbles, unless instructed otherwise.
- Wear a face mask in communal areas and whilst walking through other year group zones.
- To stay within 2m distance of everyone else who is not in their bubble.
- To sit in an allocated seat.
- To follow the one way system
- All students use their own equipment and do not share equipment.
- Where students are on site during social times, they will remain socially distant
- To be polite and respectful, making space for others inside and outside the building.
- To not use public transport where it can be avoided, and not to congregate in groups outside of the academy.

## **Entry to the Building**

Students will enter using their designated year group entrance at their arrival time and make their way straight to their first lesson using the routes given to them during their induction assembly.

## **Uniform and Equipment**

Students must attend in full school uniform except on days when they have PE. As changing rooms cannot be used, on these days they should wear their PE kit either on its own or under the PE tracksuit or uniform.

All students must come with their full equipment, equipment cannot be lent to students by the academy or other students.

Students should all carry a water bottle with them. They will not be allowed to use the water fountains. They will be able to fill their water bottles from jugs of water at break time and lunch time.

## **Remote Learning**

Whilst the academy will implement the above measures to ensure the safety of students on site, it is important to recognise that at some point students may have to return to online learning where they will complete their learning from home. As such we have outlined our expectations as the following:

All students working remotely will:

- Engage with the resources prepared for them by the academy. This will involve the same level of effort as is expected of them in school.
- Ask questions of their tutor during weekly pastoral calls, or of their teachers via email when stuck.
- Engage fully in live lessons.
- Follow the weekly remote learning timetable.
- Be considerate of family members who are working at home, and talk to their tutor about any challenges in accessing technology.
- Read regularly.
- Keep a record of their personal development and welfare whilst school is closed.

### **New Exclusions Guidance**

On Friday 29 May 2020, the government published statutory guidance on changes to the exclusion process during the coronavirus outbreak. 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.

The Government's new guidance on exclusions can be found here:

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

This section summarises the key changes in the new guidance and what adaptations we will make in response. This addendum should be read alongside the general Exclusions on our Behaviour Policy

### **Summary of changes**

The new guidance applies to all exclusions from August 2020 (inclusive) and has two key areas;

- Timeframes for governor review panels and Independent Review Panels (IRPs) have been extended.
- Remote panels may be convened via telephone or video conference if reasonably practicable and with a set of conditions that must be met.

All other arrangements and procedures under the existing statutory guidance and UAEs Exclusions policy continue to apply.

Note: Exclusions that occurred prior to 1st June 2020 and have not yet been to panel should be prioritised and completed as soon as reasonably possible.

### **Extended time frames**

Statutory timeframes for panel review meetings and parent applications for an IRP have been extended in response to the exceptional circumstances that schools are now operating under due to the coronavirus pandemic. Whilst the guidance does specify new timeframes, see table below, it also notes that if they cannot be met then the meeting should happen as soon as 'reasonably practicable' to do so.

Schools should make every effort to meet the new timeframes and accommodate parental engagement in the exclusions process wherever possible, although staff, students and parent safety remains paramount.

<b>Type of panel/ deadline</b>	<b>Standard timeframe from date of exclusion</b>	<b>New guidance (until 24<sup>th</sup> Sep)</b>
PEX and 15+FTE governor review panel	15 school days	<b>25 school days</b>
6 to 15-day FTE governor review panel	50 school days	<b>60 school days</b>
Application for IRP following a governor panel	15 school days	<b>25 school days*</b>
Independent Review Panel	15 school days	<b>25 school days</b>

*\*Schools must wait **25 school days** from the date the panel decision was communicated to parents before removing the pupil from the school roll.*

### Remote panels

Exclusion Panels and IRPs can be convened by telephone or video conference under the new guidance, providing the following key conditions are met;

- all participants agree to holding the panel meeting remotely\*
- all participants have access to the relevant technology necessary and will be able to fully engage and participate through this medium
- all participants are able to express their views and fulfil their functions
- the meeting will be fair and transparent via remote access.

\*If a parent/carer requests or agrees to a remote panel, the other attendees should agree to go ahead if possible. If the Principal does not wish to go ahead they should discuss the reasons with their Regional Director and/or Director of Governance.

If these conditions cannot be met through a remote panel then it should be deferred until a later date when the panel can physically meet, or the remote panel conditions can be met.

In addition to these key conditions, the guidance sets out some requirements for schools to adhere to when arranging a remote panel meeting.

- I. Schools must fulfil their duties under equality legislations, particularly with regards to fair and equal participation from those with EAL, disabilities etc.
- II. Schools must make it clear to parents what form of technology is being used (e.g. Zoom) and that they do not have to agree to a remote meeting if they do not want to.
- III. Parents must be made aware that if they do not agree to a remote panel the timeframe for the meeting will most likely be delayed.
- IV. If a remote meeting starts but for some reason cannot proceed (e.g. loss of connection) then the meeting must be deferred.
- V. Written representation may be considered as part of the meeting but an entirely written 'meeting' is not lawful.
- VI. Schools may consider holding a blend of remote and physical meeting, providing it meets government guidelines on safety and social distancing and that the four key conditions outlined above are met, see section 2.4 below.

- VII. Normal procedural and admin requirements for panel meetings still apply (e.g. panel paperwork, parents being accompanied by a friend and requests for SEND experts at IRP etc.)

The new guidance is statutory and applies to all schools, as does the ongoing government advice on health, safety and social distancing during the pandemic. To support schools in managing the exclusion process during this time, a Remote Exclusion Panel Checklist has been developed for Principals and Clerks outlining the key considerations and processes that must be followed, see appendix A.

### **Blended meetings**

The new guidance states that schools may offer blended meetings if practicable. However, considering the additional risks involved in bringing parents on-site for exclusion meetings, UAE schools will not provide this option for the following reasons.

- I. Schools have conducted comprehensive risk assessments and developed strict operational plans for part-opening schools to a small number of students. This does not include allowing parents onsite and to do so would increase the risk of infection for staff, students and parents as well as an increased staff workload for IT, admin, cleaning and supervision etc.
- II. Parents and students would have to travel to the school to attend the blended meeting, increasing their risk of infection and causing additional stress and anxiety.
- III. Many of our schools have large cohorts of Black, Asian and Minority Ethnicity students, whose communities are at much greater risk from the coronavirus and should not be asked to risk their safety to attend meeting at the school.