

Archbishop Benson Behaviour For Learning Policy

COVID-19 Addendum

Updated 18.10.2020

During the COVID-19 pandemic, the school may implement a range of additional protective measures through this addendum to its Behaviour for Learning Policy to protect community, pupil and staff health and welfare. These additional protective measures will be considered, and applied on a case-by-case basis as appropriate, where the actions of a pupil are considered by the School Leadership Team and the inclusion team to lead to any single or combination of the following scenarios:

- Compromise the integrity of the pupil's own school 'bubble'
- Compromise the integrity of other pupils' school 'bubbles'
- Require an adult responsible for that child to compromise another 'bubble' in order to fulfil their supervisory role
- Another child or adult is exposed to an increased personal risk of COVID-19 transmission
- The number of adults required to support an individual child places an unacceptable burden on the operational effectiveness of the school or others' staffing ratios and exposes them to associated safeguarding risks.

Actions that are potentially, but not exclusively, likely to lead to the above, include:

- Biting, spitting at and licking others or equipment or resources
- Absconding from designated classrooms and work areas
- Entering others' bubbles and work areas and communal areas such as corridors, the hall and computer suite when not expressly invited to
- Physical contact with peers and staff
- Absconding from the site or hiding on site
- Causing disruption to the learning environment.

Any members of the inclusion team or School Leadership Group who are required to cross a phase bubble to offer emergency support will wear the required PPE (face mask & visor) as outlined in the school's COVID risk assessment.

We recognise that those most at risk of safe inclusion within the phase bubbles are our pupils with complex needs. Their access to Rainbow Cove facilities will be reduced as a result of our current COVID-secure arrangements. It is essential that all staff working directly with these children are aware of and implement the measures outlined in their individual risk assessment & RAG timetables.

In the event of the above being a recurring concern for a pupil and if it is becoming beyond the capacity of the phase bubble team to manage the safe inclusion of the children within the phase area, the school will seek to work positively and proactively with the pupil and family to reinforce expectations, develop an understanding of why they are important and to put supportive strategies in place. Due to the nature of COVID-19 and the related risks, the school will expect to see a rapid and immediate improvement.

Where there is no improvement, or the improvement is not rapid enough or has too limited an impact, the school will work with the family to support the child's inclusion through a range of additional measures that could include, but are not limited to:

- Providing staff with additional PPE, e.g. long-sleeved bite vests, enabling the use of face mask (rather than visors) when working with children.
- Working in small groups or singly in designated safe rooms rather than classrooms
- The use of social stories and other therapeutic strategies and interventions to support pupil understanding of risk-taking behaviours and their responsibilities
- Class monitoring by the Inclusions Leads within each phase bubble.
- The use of physical intervention to ensure their own and others' safety. Any use of physical intervention must be reviewed and a positive impact should lead to a reduction in the need for its use. Physical intervention cannot be allowed to become a routine strategy for any child.
- The use of tailored home learning and/or remote learning packages
- The use of a reduced timetable to support a successful re-integration based upon clear, measureable success criteria
- Temporary, fixed term exclusion
- A 'Fresh Start' at another setting
- Permanent exclusion