

HAMPTON COLLEGE: BEHAVIOUR POLICY - Annex 1

COVID-19 SCHOOL ARRANGEMENTS

From March 2020, the global Covid-19 pandemic has led to a change in how we define some behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- disregard of social distancing rules
- refusal to follow safe practices (hand washing, one way systems etc)
- spitting
- not remaining within their designated Bubble (at Primary Phase)
- wearing of face coverings in recommended areas

For some of these behaviours, it may simply be a question of students forgetting what is expected of them and staff at Hampton College (Secondary Phase) will use the classroom code (C-system) to act as a reminder and to seek to address any issues that may arise. In the first instance, we will focus on explaining why we expect students to behave in this way. A similar approach will be adopted at Hampton College (Primary Phase) where staff will remind students of the expectations and support them to address and amend their behaviours. The PROUD approach to behaviour and coloured warning system will be used for students who do exhibit the behaviours described above.

Students who persist in their disregard for safe practices, will be removed from lessons and placed in isolation at Secondary Phase, or referred to Core SLT for seclusion at Primary Phase. A student whose behaviour is deemed to place themselves or others in more immediate danger, for example spitting, will be placed in isolation immediately and parents will be contacted.

Dangerous behaviour during this Covid-19 period could lead to fixed term or permanent exclusion in the most serious circumstances.

We envisage that all students will be able to work safely in school upon their return, however where there are issues, we will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then they may have to be educated remotely until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.

Remote Learning

At Hampton College Secondary Phase, student engagement with remote learning is monitored by teachers and reports are created twice per half term. Students not engaging will receive contact from the school to identify any potential issues and to offer support to them and their family. Students who persistently cannot or will not engage may be offered a place in school within the Key Worker / Vulnerable group.

At Hampton College Primary Phase, teachers in each year group will monitor student engagement through attendance in live lessons on Microsoft Teams and the submission of remote learning completed at home via each year group's email address. Where students are regularly not engaging they will be contacted by the class teacher or teaching assistant to offer support to them and their family in the first instance. Ongoing lack of engagement with remote learning will be escalated to the Core SLT and Engagement and Pastoral Support Co-ordinator who will make contact with the family. Adapted resources (paper packs) may be offered; alternatively a place in school within the Key Worker / Vulnerable group could be allocated.

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Across both phases, behaviour expectations in remote lessons are the same as they would be in the normal classroom. Students will normally be muted in lessons, unless given explicit permission by the teacher. Teachers will set their lessons so only they can control the presentations / lessons, but where students are invited to speak/contribute, this will be within the classroom parameters of reasonable behaviour. Inappropriate comments or behaviours, including inappropriate use of the 'Chat' function within Microsoft Teams, will lead to a student being removed from the lesson and SLT informed

At Primary Phase, parents will also be contacted if a student is removed from a live lesson. Follow up action will be in line with the school's behaviour policy.

Further information regarding the expectations of student behaviour in Primary Phase live lessons can be found in the Microsoft Teams guide and letter for parents, which are available in the Remote learning section of the Hampton College Primary website.