



Kelvin Hall School – COVID 19 Behaviour Policy Addendum (Students attending school)

Kelvin Hall School Wider Opening 15th June 2020

At Kelvin Hall school we aim to maintain a secure, caring, and safe environment in which students are encouraged to have respect for themselves and each other. While we continue to maintain expectations in our behaviour policy, it is necessary, in light of COVID-19 to make some minor adjustments for the safety of all our students and staff. It is to be used in conjunction with, and read alongside, the Behaviour Management Policy, AntiBullying Policy, and our Child Protection Policy (peer on peer abuse, e-safety, etc). We have tried to consider everything as we have planned to reopen the school with many new rules and routines for the children of key workers, vulnerable children, and Year 10 students.

For **staff** purposes this It also to be read in conjunction with our recent publications for staff:

1. **'Rationale For The Wider School Opening'** 1st June 2020 Mr P. Cavanagh
2. **'KHS Risk Assessment'** 7th June 2020 Mr P. Cavanagh
3. **'KHS School Rota & Expectations'** 4th June 2020 Mrs C Grandidge
4. **'Staff Expectation Guide Sheet'** 15th June 2020 Mrs C. Grandidge/Mr P Cavanagh
5. **'Staff Training & Reintegration Presentation'** 5th June 2020 Mrs C Grandidge
6. **'Live Learning Expectations'** W/c 8th June Mrs C Keddy

Category	Dealt with by	Concern example	Possible action (s)
1.	PCa/CGR	Students unaware of school rules and procedures	Reminders and expectations as provided to all teaching staff. Staff expectation sheet to remind students daily.
2	SEN Team	The engagement process from lockdown may pose a range of different experiences including: <ul style="list-style-type: none">● Anxiety & lack of confidence● Challenging behaviour due to time out of school● Additionally, some may present frustration at being isolated from friends or events during this pre school opening period	The school will work closely with parents/student support/ SEN team to implement supportive strategies that will inform an appropriate response. If appropriate the school may seek external early help.

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3.	Onsite staff	<ul style="list-style-type: none"> ● Low-level disruption or poor behaviour ● Lateness to sessions 	<ul style="list-style-type: none"> ● Conversation with the student in class ● Phone call to parents/carers by PYL/AYL ● Record as Amber on Behaviour Watch ● SLT to RA safety of student: <ol style="list-style-type: none"> 1. To enter school 2. To contact home to send home as missed session as per expectations to parents
4	Onsite senior leader / pastoral team	<ul style="list-style-type: none"> ● Poor behaviour ● Breaching social distancing rules and safety precautions in lessons, around the school, and at breaks. ● Inappropriate language 	<ul style="list-style-type: none"> ● Conversation with the student ● Refer to PYL/APL located in wing ● Move to large SLT office (where SD can apply) ● Conversation with parent ● Record as 'Yellow' on Behaviour Watch ● Parents may be informed to continue Home learning.
5	Onsite senior leader / pastoral team	<ul style="list-style-type: none"> ● Continuation of poor behaviour when separated from the group/bubble ● Inappropriate language eg. swearing 	<ul style="list-style-type: none"> ● Conversation with parent ● Record on CPOMS ● Parents may be contacted to continue Home Learning ● Risk management plan put in place for the student for future time in school ● Record as 'Red' on Behaviour Watch
6	Onsite senior leader	<ul style="list-style-type: none"> ● Unsafe actions around Covid-19 (coughing or sneezing on another person) ● Foul and abusive language eg. racist/homophobic ● Fighting ● Damage to property 	<ul style="list-style-type: none"> ● Conversation with parents to continue remote learning at home ● Record on CPOMS ● Fixed Term Exclusion (if appropriate) ● Risk management plan put in place for the student for future time in school ● Police/Social Care contacted if necessary ● Record as 'Red' on Behaviour Watch
7	SLT/Medical team	Child feels unwell	<ul style="list-style-type: none"> ● Refer to PYL/APL in first instance for support (located in teaching



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