



Star

GUIDANCE FOR BEHAVIOUR MANAGEMENT

CHECKS AND BALANCES: RESPONDING TO COVID-19

A toolkit to support leaders
as they reopen schools



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Overview

Pupils need a calm, orderly and disciplined environment which gives them security and allows them to flourish.

The challenges that school leaders face when reopening schools are wide-ranging and complex: they will need to establish and normalise routines and expectations whilst mitigating the risk of contracting and spreading COVID-19. Some pupils will return to school having been exposed to adversity including bereavement and long-term anxiety. Their experiences during lockdown could culminate in an increased prevalence of social, emotional and mental health (SEMH) concerns.

Within a short timeframe, school leaders will need to:

- define the behaviour they wish to see and reset the school culture accordingly;
- develop sensible, straightforward rules and routines to maintain a safe, orderly environment;
- predict scenarios where poor behaviour may occur and plan mitigating action;
- identify the specific pupils who may find the new expectations particularly challenging and decide on the right action to take to support them;
- induct staff regarding the revised expectations;
- train pupils in what is required of them;
- implement the behaviour management policy consistently, rigorously, openly and fairly;
- communicate expectations clearly to parents to provide them with reassurance;
- review and adjust procedures in a timely way.

This document comprises an overview of statutory guidance relating to behaviour and provides links to published resources that leaders may find helpful.

Every school will need to review its own behaviour policy. Leaders may choose to rewrite the policy or publish an addendum to it. The addendum will cover the period of the school's phased reopening and continued operation until all additional national measures for hygiene and distancing are lifted. A model addendum to a school behaviour policy is included in this document.

This guidance should be read in conjunction with the main Toolkit which includes prompts relating to the many aspects of organisation of the school day that will require new routines to be established.

Statutory guidance

The Department for Education (DfE) recognises that it is important for schools to be calm and disciplined environments, where everyone follows the rules. They have advised schools that before they reopen, schools should update their behaviour policy (or create an addendum) to reflect the rules and routines that underpin [protective measures](#).

The behaviour policy should also include appropriate consequences (such as sanctions and rewards). Staff should ensure that pupils understand the rules and they must be enforced rigorously in the interests of everyone's safety. Schools are encouraged to reboot for the 'new normal' using the approach to behaviour set out in [Creating a culture: how school leaders can optimise behaviour](#).

Where pupils have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and this may have an impact on their

behaviour. Some children will need additional support and access to services provided by educational psychologists, social workers, and counsellors. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

The disciplinary powers that schools currently have, including exclusion, remain in place. Headteachers retain the power to exclude pupils on disciplinary grounds. The [statutory guidance](#) for those with legal responsibilities in relation to exclusion still applies. Permanent exclusion remains an option and should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's 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.

The DfE has recognised the challenges that schools will face when permanently excluding a pupil during this period. As a result, they expect schools who have permanently excluded a pupil to work with parents/carers and the local authority to arrange a place at an alternative educational setting *as soon as possible* so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting *quickly*.

The impact of coronavirus upon the timeframes set out in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#) has also been recognised; however, they remain in force. The government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and Independent Review Panels, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or arranging authority to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. Governing boards and arranging authorities should continue to take reasonable steps to ensure meetings are organised for a time when all parties are able to attend.

Useful resources to support behaviour in schools as they reopen to more pupils

- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> - advice on understanding the link between mental health and behaviour.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf - Tom Bennett's independent review on behaviour in schools and the government's response.
- <https://www.adversechildhoodexperiences.co.uk/aces> - advice on dealing with pupils who have suffered from adverse childhood experiences.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf - statutory guidance for exclusions.
- <https://www.place2be.org.uk/coronavirus> - advice from a children's mental health charity that provides counselling and mental health support and training in UK schools.

Addendum to the Behaviour Policy - example

Introduction

1. The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care plans (EHCPs) and children of key workers critical to the COVID-19 response.
2. During their prolonged absence from school, pupils have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. Pupils have potentially forgotten the habits and expectations which are intrinsic to the culture of the school. Leaders and governors are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.
3. Culture is created in our school by establishing behavioural norms and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place. We are resetting the culture in response to the enforced COVID-19 disruption by introducing new behavioural norms and routines around [protective measures](#) and personal hygiene clearly and accessibly.
4. This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

Guiding principles

5. **Behaviour will be taught.** Routines, expectations and proxies for control will be taught explicitly by school leaders. The teaching of behaviour will be clearly planned. The Headteacher is responsible for ensuring that this teaching is effective. All staff are responsible for ensuring that the training they receive culminates in the rigorous and consistent application of the new procedures across the school.
6. **Proactive risk management will reduce potential for poor behaviour.** We will make intelligent use of our data using behaviour risk registers to predict behavioural habits and anticipate risks, rather than simply reacting to situations. Separate risk assessments will be produced for pupils who exhibit challenging behaviours.
7. **Communication with pupils will build their confidence.** Leaders and governors will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. These will include video tours, online materials and other means. The communication will be tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities.
8. **Parents will be fully informed.** Leaders and governors will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions.
9. **Boundaries will be clear.** We will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.

Key priorities

10. Vulnerable pupils include children who are disabled and those with Education, Health and Care plans (EHCPs) or those who require additional support: for example, pupils with mental health needs or attendance issues. These pupils remain a key focus group and will receive a risk assessment.
11. Leaders and governors will build confidence among parents, pupils and staff around the safe reopening of school to pupils.
12. Leaders and governors will ensure that the guidance from Public Health England is followed meticulously.

Behavioural norms

13. Behavioural expectations will be taught. The effective teaching of behavioural norms will build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.
14. Leaders and staff will be proactive in preventing poor behaviour and dealing with it in a consistent and fair manner if it occurs. Leaders will identify potential acts of poor behaviour and areas of school where these are likely to occur. They will plan mitigations of these risks.
15. During the phased reopening of the school, pupils will be taught in consistent small groups of no more than 15. These groups or 'bubbles' will remain together for their time on the school site, in lessons and during social times. Leaders will give careful consideration to the configuration of groups. They will ensure that bubbles comprise suitable combinations of pupils.
16. Pupils will intuitively look for cues for behavioural norms. Leaders will respond in consistent ways to reinforce expectations, using the principle that *'what we permit, we promote.'*
17. A new document will be compiled detailing behavioural norms and contextual considerations. This document will set out the school's cultural expectations unequivocally, providing clear guidance on *'how we do things here.'* The behavioural norms outlined will be taught explicitly and effectively and shared with parents/carers. They include:
 - **Travel arrangements to school**

Teachers have the power to discipline a pupil for conduct outside the school premises which includes when they are travelling to and from school on public transport. We will ensure that [protective measures](#) are made explicit to pupils and that any infringements are sanctioned.
 - **Arrival at school**

Arrival is managed by senior leaders with support from pastoral staff at each planned entry point. Pupils will arrive at staggered times in small groups. Leaders will split pupils so that groups use specified entrance points. Protocols for arrival will be consistently applied: entry to the school premises will be a positive and welcoming start to the day. The role of the senior leader is to ease tensions and anxiety, whilst ensuring that pupils are social distancing and that they wash/sanitise their hands upon entry. Leaders will coin their own phrases or scripts to embed new social norms. A plan will be in place for any pupils who arrive late to school.
 - **Line up**

Pupils will socially distance when lining up. This will be achieved through well-planned locations, staffing and markings. Line-up will create a calm and controlled start to the school day and an opportunity to remind pupils about new routines and

expectations. A *signal for silence* will be indicated by the raised hand of a member of staff. This will be the norm to support the management of a group. Designated staff will control the staggered entry into the building.

- ***Movement around school***

Non-essential movement around school will be avoided. Leaders will introduce a toilet visiting rota for pupils to prevent mass queuing at break or lunch time. Leaders will implement a one-way system for occasions when restriction of movement around school cannot be avoided. Movement will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of pupils.

- ***Classroom expectations***

Pupils will not be required to line up outside the classroom. Staff will welcome pupils into their classroom from a socially distanced position and maintain a physical presence near to the screen. Pupils will be made aware of their seating positions in advance of arriving at their room; this will prevent confusion and unnecessary wandering within the classroom. The seating plan is non-negotiable. Pupils cannot be loaned equipment or borrow from another pupil; a plan for equipment will be in place, including the use of books.

- ***Exiting a classroom***

Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear. Pupils will be asked to stand behind their tables and will be dismissed from front to back with clear spacing in-between to maintain social distancing. Pupils will be instructed that they must not wait for their friends.

- ***Break time and lunch times***

Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will be encouraged to spend their break and lunch time outside, weather permitting, in zones and with the same 'bubble' group with which they spend their lessons. Pupils who are eating in dining rooms or halls will be allocated seats in the same way as in classrooms with their food delivered to them. This will avoid the need for queuing. Some arrangements may be made for pupils to eat in classroom bases or outside, depending on the weather. A staffing rota will be in place to ensure supervision including, but not limited to, senior leaders and pastoral staff. Staff will supervise pupils and ensure that social distancing guidance is observed.

- ***End of school***

Pupils will leave the classroom in the rehearsed manner. They will wash their hands, or if this is not possible, use hand sanitiser. Planned exit routes will be taught and rehearsed before implementation. Multiple exit points will be used to stagger the flow of movement. Pupils will be dismissed from school in their bubbles. Senior leaders and pastoral staff on duty will supervise the exit routes. Staff will provide a positive end to the day for pupils and remind them not to wait for their friends. Any children who are travelling using school buses or contracted taxis will follow a plan to access their transport that includes socially distanced queuing. The collection of children by their parents is carefully planned. Parents will collect their children from designated areas and they will be advised to maintain the social distancing rules.

Pupil code of conduct

18. The Code of Conduct for the school remains in place and serves as the foundation for pupils to take responsibility for their own behaviour in line with the school's values. The following expectations supplement the Code of Conduct:
- Arrive to school and leave to go home at the designated time using the designated entrance/exit route. Do not wait around for friends and do not congregate. Speak to a member of staff if your parent or carer normally collects you and is not on time.
 - Wash hands (or use sanitiser) upon entering and leaving school and after each lesson within the day. Wash hands regularly with soap and water during the day.
 - There must be no physical contact of any type at any time. This includes horseplay, hugging, handshakes etc.
 - Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
 - There must be no coughing or spitting at or towards any other person.
 - The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
 - Maintain a safe distance from others between and during lessons.
 - At break and lunch times, go outside (weather permitting) or remain in a designated venue (if the weather is poor). Stick to zoned areas and maintain a safe distance from others.
 - Do not share belongings (food, stationery, books etc) with others and do not handle other people's belongings.
 - Use the toilet designated to you, when it is designated. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
 - In computer rooms, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher.
 - You must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.

Behaviour management

19. There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. In order to effectively challenge and improve behaviour, leaders will actively promote non-confrontational behaviour management. Staff will use praise and verbal reprimand accordingly.
20. A range of disciplinary measures will be implemented consistently, openly and fairly. The school reserves the right to apply the following measures:
- verbal reprimand;
 - setting extra work or repeating unsatisfactory work for completion at home;
 - missing social times at break or lunch time;
 - detentions at break and lunch time but not after school or weekends;
 - being placed on a conduct or attendance report for monitoring and improving behaviour;
 - instigating a Pupil Behaviour Support Plan;
 - isolation to reduce the impact of behaviours upon other pupils and staff;
 - exclusion.

21. Isolation spaces will be adapted. They may take the form of an unused corridor with several rooms and supervision from staff. They will comprise 2-3 pupils maximum in each room. Parents /carers will be informed if their child is referred to isolation.
22. Isolation is to be sanctioned by a senior leader for the following reasons:
 - persistent or serious disruption or defiance;
 - to allow an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps;
 - as a result of a referral from a middle leader, where behaviour in the subject has seriously disrupted the learning and or health and safety of others;
 - for a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems.
23. Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy.
24. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school.'
25. Should pupils fail to comply with expectations within the isolation area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed-term exclusion.
26. As part of a planned return to school following an exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

Reasonable adjustments

27. At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
 - Social, Emotional and Mental Health Needs (SEMH);
 - Adverse Childhood Experiences (ACE);
 - Special Educational Needs and Disabilities (SEND).
28. Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or individual education plans / pupil support plans for those with additional needs but without an EHCP.
29. Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but not limited to:
 - preview of new behavioural norms and perhaps a visit to school;
 - additional support for the arrival and exit to school;
 - additional support to adhere to break and lunch time norms;
 - re-teaching behavioural norms;
 - adapted resources to teach behavioural norms;
 - adapted sanctions and rewards.
30. For pupils with special educational needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

Exclusion

31. The Headteacher retains the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:
 - lawful;
 - rational;
 - reasonable and fair;
 - proportionate.
32. All exclusions will be made in line with the government guidance and by following the school's exclusions procedures. The school will have due regard for the following when making these decisions:
 - DfE – Exclusion from maintained schools, academies and pupil referral units;
 - DfE – Behaviour and Discipline in Schools;
 - The Disability and Discrimination Act;
 - The Equality Act 2010;
 - Keeping Children Safe in Education;
 - The Children's Act (with particular reference to Children in the Care of the Local Authority).
33. A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a pupil, it will work with the parents or carers and the local authority to arrange a place at an alternative setting *as soon as possible* so as to minimise breaks in education.
34. Following a permanent exclusion, the school will notify the local authority and other appropriate agencies immediately. They will work in partnership to ensure that the child is found a place in another educational setting quickly.
35. Following an exclusion and to avoid any gap in provision, the school, social workers, local authority and other professionals will work together to ensure that adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.
36. The school will notify parents/carers immediately by telephone of the decision to exclude. The decision will be communicated in writing without delay. 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).
37. The exclusion letter will note the following:
 - if an exclusion is fixed or permanent;
 - if a fixed period, the duration of the exclusion;
 - the reasons for the exclusion;
 - the right to make representation to the Governing Body and how the pupil may be involved in this;
 - contact details for making representation to the Governing Body and where it is a legal requirement to meet, that the parents have a right to participate in a meeting and to be represented at the meeting and/or bring a friend;
 - that meetings will take place via remote access, if the conditions for such a meeting are met, or in person if it is safe and practicable to do so - this will be discussed with the parent and the Governing Body (**see below**);
 - arrangements made by the school for the pupil's education including the return of completed work to school;

- where alternative provision is arranged, information about this provision will be included or in a follow-up correspondence but no later than 48 hours before the start of the provision;
 - dates that the excluded pupil must not be present in a public place during school hours;
 - sources of free and impartial advice.
38. Due to COVID-19, temporary changes have been made to the DfE regulations to some of the procedures that must be followed in relation to an exclusion. These are listed below.

Important dates

39. The arrangements came into force on 1st June 2020 and will apply to all exclusions occurring from then until 24th September 2020. They also apply to:
- permanent and fixed term exclusions occurring before 1st June which have not been considered by the Governing Body;
 - permanent exclusions occurring before 1st June which have been considered by the Governing Body, if they have chosen not to reinstate the pupil and the time limit to apply for a review has not passed;
 - permanent exclusions occurring before 1st June where a parent or (pupil aged 18) has requested a review of the Governing Body's decision but this has not yet happened.
40. Any exclusions covered by the new arrangements will continue to be subject to them after 24th September 2020, until the procedures for the scrutiny of the exclusion have been exhausted.

Remote access meetings

41. When the Governing Body or independent review panels (IRPs) have to meet to consider an exclusion they can do so by telephone or video - conference software ('remote access') as long as certain conditions are met.
42. The conditions are that it is not reasonably practicable for the meeting to take place in person, within the usual timescales, because of COVID-19, and the Governing Body (or arranging authority if the meeting is an IRP), is satisfied that:
- all the participants agree to the use of remote access;
 - all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used;
 - all the participants will be able to put across their point of view or fulfil their function;
 - the meeting can be held fairly and transparently via remote access.
43. It is the responsibility of the Governing Body (or the arranging authority in the case of an IRP) to make sure these conditions are met before a meeting takes place.
44. The Governing Body or arranging authority in the case of an IRP should assess the facts of the case, the circumstances in which a meeting could be expected to take place, the needs of intended participants (as far as this is possible), and the latest public health guidance when determining whether it would be reasonably practicable to meet in person.

Arranging a remote access meeting

45. The Governing Body or arranging authority should explain the technology they propose to use to participants and should make sure that the participants (particularly pupils and their families) know that they do not have to agree to a meeting via remote access if

- they do not want to. They should make families aware that if they do not consent to a remote access meeting then the meeting is likely to be delayed.
46. Though all participants must have agreed to the use of remote access, where a parent or pupil has given their agreement for a meeting to be held via remote access, the other participants should make reasonable efforts to accommodate that preference unless there is a clear reason not to.
 47. The normal requirements of who should be invited to a Governing Body or IRP meeting remain in place. However, those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions set out above.
 48. Governing Body, arranging authorities and panel members must comply with relevant equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting (for example, if someone has a disability or if English is not their first language).
 49. If a meeting is held via remote access, every effort should be made by the chair to check the participants understand the proceedings and can engage with them and to ensure the meeting is conducted fairly. If, once the meeting starts, the meeting cannot proceed fairly (for example, because a participant cannot access the meeting), the Governing Board or IRP should adjourn the meeting.
 50. The use of remote access does not alter other procedural requirements that may apply to the Governing Body, arranging authorities or IRP. For example, if a parent requests the appointment of a special educational needs expert (SEN) to advise a review panel, the Trust must appoint one and cover the cost as normal. Parents may bring a friend or representative, as normal.
 51. Though the Governing Body and IRPs must consider written representations if they are made, the law does not allow 'solely' for paper-based 'meetings', conducted in writing.
 52. As long as the conditions for a remote access meeting are met, it is possible for some participants to be present in person and for others to join the meeting via remote access. All the participants must have access to technology which will allow them to hear and be heard by others throughout (and to see and be seen throughout, if a live video link is used).

Timescales for Governing Body meetings

53. If it has not been reasonably practicable for the Governing Body to meet in person within the original time limit for a reason related to COVID-19 or remotely for a reason relating to the other conditions for a remote access meeting, the time limit for the meeting will be extended.
54. The time limit for a Governing Body meeting will not be extended if it has already passed before 1st June. The government appreciates that it may not have been possible to meet the normal time limits over recent months, due to the disruption caused by the COVID-19 outbreak and the health risks of holding meetings. The Governing Body should arrange for overdue meetings to take place via remote access, if the conditions for such a meeting are met, or in person as soon as it is safe and practicable to do so.
55. If a time limit for a meeting has been extended, the Governing Body should reassess at regular intervals whether it is reasonably practicable to meet in person, and if it is, should arrange to do so without delay, in light of the need to minimise uncertainty for pupils and families as far as possible.

Meeting to consider permanent exclusion and fixed term exclusion over 15 school days in a term

56. If a pupil is permanently excluded or receives a fixed period exclusion which results in them having been excluded for 16 or more school days in a term, then the Governing Body should try to meet to discuss reinstatement within 15 school days. If it has not been reasonably practicable for the Governing Body to meet face to face within 15 school days for reasons relating to COVID-19, and it has not been reasonably practicable to meet by way of remote access for the reason relating to the conditions for a remote access meeting, the limit will be extended to 25 school days, or as long as reasonably necessary for reasons related to COVID-19.

Meetings to consider fixed period exclusions between 6 and 15 school days in a term

57. If a pupil receives a fixed period exclusion which results in them having been excluded for at least 6 school days in a term but no more than 15 school days in that term, and the parent (or pupil, if aged 18 or above) chooses to make representations about the exclusion, then the Governing Body should meet to consider the reinstatement within 50 school days. If it has not been reasonably practicable for the Governing Body to meet face to face within 50 school days for reasons relating to COVID-19, and it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting, the limit will be extended to 60 days, or as long as reasonably necessary for a reason related to COVID-19.

Timescales for application for independent reviews of exclusions

58. Where a Governing Body declines to reinstate a pupil who is permanently excluded, parents, (or the excluded pupil, if they are 18 years old or above) can apply for a Governing Body's review of the decision.
59. For exclusions covered under these arrangements, the deadline for applications has increased to 25 school days from the date on which notice in writing from the Governing Body's decision is given to parents, or directly to the pupil if they are 18 or above.
60. Schools must wait for the extended period of 25 school days to pass without an application having been made before deleting the name of a permanently excluded pupil from their admissions register, in accordance with the Education, (Pupil Registration) England (Regulations) 2006 amended.

Timescales for meetings of independent review panels to consider permanent exclusions

61. If it has not been reasonably practicable for a review panel to meet in person within the original time limit of 15 school days for reasons related to COVID-19, and it has not been reasonably practicable to meet by way of remote access for a reason relating to the other conditions for a remote access meeting, the timescale for the meeting will be extended to 25 school days, or as long as reasonably necessary for a reason related to COVID-19.
62. The time limit for an IRP meeting will not be extended if it has already passed before 1st June. The government appreciates that it may not have been possible to meet the normal time limits over recent months, due to the disruption caused by COVID-19 outbreak and the health risks of holding meetings. Arranging authorities should arrange for overdue meetings to take place via remote access, if the conditions for such a meeting are met, or in person if it is safe and practicable to do so.

Independent review panels (IRP)

63. For permanent exclusions, where the Governing Body decides not to reinstate the pupil, parents/carers will be advised of their right to request the IRP to review the decision. Should that be the case, the letter from the clerk will note the following information:
- date by which the application for review must be made - this is 25 school days from receiving the notification of the decision not to reinstate;
 - where and to whom the application for a review, including any written evidence, must be submitted;
 - advice that the application will need to set out the grounds upon which a review is requested and that, where appropriate, this should include how a pupil's special educational need and/or disability is considered relevant to the exclusion;
 - a statement that, regardless of whether the excluded pupil has recognised SEND, parents/carers have a right to request the attendance of a SEND expert to advise the IRP;
 - details of the SEND expert;
 - that meetings will take place via remote access, if the conditions for such a meeting are met, or in person if it is safe and practicable to do so - this will be discussed with the parent and the IRP (**see above**);
 - assurance that parents/carers can invite a friend or relative to the meeting
 - sources for free and impartial advice.

Managed move or alternative provision

64. A managed move or a placement in alternative provision will still be considered by the school, if the pupil is at risk of exclusion.
65. A managed move is voluntary and can only be triggered if there is agreement from both schools and the parent/carer.
66. A risk assessment will be completed before any managed move or alternative provision placement is made with a specific focus upon COVID-19 infection control. A managed move or an alternative provision placement must only be initiated if it is safe to do so.

Use of reasonable force

67. The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil, or prevent them taking the necessary action to prevent a pupil causing harm.
68. The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.
69. A risk assessment will be undertaken for pupils who, based on evidence available prior to closure of schools, required physical intervention. This will allow the school to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated in school.
70. Following a risk assessment, the school may decide that pupils who are a high risk should continue with home learning.
71. Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:
- be able to change clothing immediately after the incident

- take a shower immediately, at home if necessary.
72. Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.
73. Following a risk assessment and a discussion with pupil and parents/carers, the pupil should return to school unless it is deemed unsafe to do so.
74. These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.
75. Serious incidents involving the use of force will be recorded and reported to parents/carers.
76. In deciding what constitutes a serious incident, the Headteacher will use their professional judgement and consider the following:
- pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff;
 - the pupil's age.

Powers of search and confiscation

77. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
78. The school also holds the power to search without consent for 'prohibited items' including:
- knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage property;
 - any item banned by the school rules which has been identified in the rules as an item for which a search can be undertaken.
79. Authorised staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item in their possession. However, this increases risk to the staff member.
80. Should the member of staff decide that there are reasonable grounds for suspicion to search then parents/carers will be contacted to come to school and conduct the search. The pupil will remain isolated but supervised until parents/carers arrive. Parents must wear appropriate personal protective equipment (PPE) while they are in the building.

Review and adaptation

81. Leaders will keep the arrangements detailed in this addendum under review, initially on a daily basis. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will

be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.