

BEHAVIOUR POLICY

(From September 2020)

Author:	Sadie Hampton
Approved By:	Phil Harrison
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Philosophy

St Andrew's Academy provides a caring and supportive learning environment that encourages positive behaviour and where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

The philosophy of PROACT-SCIPr-UK is central to our ethos and emphasises that all behaviour is communication. Our whole community promotes appropriate behaviours through the implementation of personalised, proactive and positive behaviour support strategies. The involvement of parents/carers and students in this process is encouraged and valued. This approach also aims to increase students' self-esteem, self-control and motivation to learn.

We believe:

- That behaviour can change and that every student can be successful
- That praising and rewarding are more likely to change behaviour than blaming or sanctions
- That the academy is a community and that all members should care for, support and respect each other

We aim to:

- Ensure the safety and well-being of all students, protecting them from harm of any kind, including self-injury
- Ensure the safety and well-being of all staff members, affording them protection against allegations of abuse or assault, so long as their actions fall within their code of conduct
- Give all students the best opportunity of being accepted into the community and into society by teaching them what are and what are not acceptable forms of behaviour
- Provide the best opportunity for learning by reducing barriers created by difficult or undesirable behaviour
- Encourage care of the physical environment and respect for their own belongings and the belongings of other students

Roles and Responsibilities

Responsibility of the Academy Council:

- To approve the St Andrew's Academy Behaviour Policy
- To ensure that the school policy is regularly reviewed and conforms to relevant law and guidance
- To oversee the implementation of the policy with reference to the health and safety of pupils and staff in conjunction with the Safeguarding Policy
- To keep themselves informed through regular meetings with staff and visits to the school
- To make recommendations to the SLT about any amendments

Responsibility of the Headteacher:

- To implement the policy within the whole school
- To ensure appropriate risk assessments are carried out and understood by all staff
- To ensure effective joint working with partner school e.g for PROACT-SCIPr-UK Training
- To make recommendations to the Academy Council for any amendments
- To ensure all staff and volunteers have the appropriate training
- To ensure adequate staff supervision, particularly for staff who support pupils with challenging behaviour

Responsibilities of Sadie Hampton as PROACT-SCIPr-UK Instructor

- To ensure that school practice adheres to the St Andrew's Academy Behaviour Policy and reflects the PROACT-SCIPr-UK principles
- To ensure the policy is regularly reviewed and conforms to the relevant law and guidance
- To ensure the policy is implemented across the whole school
- To train all staff in PROACT-SCIPr-UK including approved Physical Interventions annually
- To report to the Academy Council on behaviour incidents and the use of restrictive physical interventions
- To ensure staff complete PBSPs
- To work in partnership with external agencies
- To ensure all staff have access to a debrief

Responsibilities of staff:

- To follow the procedures set out in this policy
- To notify the SLT of any serious incident and to follow the appropriate school procedures concerning incidents and accidents

- To complete PBSPs for pupils who display challenging behaviour
- To complete appropriate risk assessments in order to ensure risks are minimised
- To fulfil their duty of care that requires them to act in the pupils' best interest and to treat all pupils fairly, with respect and understanding
- To record incidents on CPOMS
- To report any concerns about practice to the Headteacher, or if appropriate to the Chair of the Academy Council (See Whistleblowing Policy)
- To provide positive role models to all pupils, ensuring their conduct reflects the good practice of the school
- To follow the principles of PROACT-SCIPr-UK with emphasis on proactive strategies that encourage behaviour support
- To work with colleagues, pupils, parents/carers and external agencies to ensure that functional analysis and behaviour support strategies are developed together and consistent in all settings

Responsibilities of pupils:

- To follow the class rules and school ethos
- To enable others to learn
- To treat each other with respect
- To work with staff to develop behaviour support strategies, where possible

Responsibilities of parents:

- To keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being
- To work with staff to plan and implement Positive Behaviour Support Plans
- To treat each other with respect
- Where relevant, to work with staff and external agencies to ensure that functional analysis and behaviour support strategies are developed together and are consistently implemented in all settings

Code of conduct/class rules

School leaders and staff recognise the need to establish a set of expectations in order to secure consistency and maintain a good quality of education for all pupils. This will be achieved through the St Andrew's Pupil Entitlement ensuring that we are:

'Learning Together, Achieving Together!'

Each class has its individual class rules relating to the level of understanding and support needed through the use of symbols, pictures and verbal guidelines and reinforced with social stories. Where possible, students will be involved in agreeing those class rules.

Positive Behaviour Support Plans (PBSPs)

Behaviour can be described as challenging when it is of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion. In such cases, a Positive Behaviour Support Plan will be written to outline the proactive, active and reactive strategies staff can use to support the pupil when they are in crisis, this may include Restrictive Physical Interventions (RPIs). All RPIs will be an approved PROACT-SCIPr-UK intervention and undertaken by a trained member of staff. RPIs should always be for the shortest amount of time, be the least restrictive and always in the best interest of the students. PBSPs are written with class staff and shared with the parent/carers, and where possible with the pupil. These are discussed as part of a multi-agency approach with external agencies such as Health, Social Care, Complex Behaviour Service and CAMHS.

Proactive Strategies that support positive behaviour

- Providing a secure and happy environment
- Providing models of good behaviour
- Teaching behavioural and social skills and expectations and providing opportunities for students to practice in real life settings
- Developing high quality relationships between staff, students and parents/carers
- Listening and understanding
- Offering interesting and stimulating activities which engage students in their learning
- Showing mutual respect for other people, their possessions and the academy environment
- Positive reinforcement – delivered at a level that is appropriate for the pupil
- Unconditional positive regard
- Reward schedules that are appropriate, proportionate and delivered consistently
- Responsibilities that enhance a pupils' self-esteem

Sanctions

Due to the complexity of their needs, pupils at St Andrews Academy require support and guidance to maintain appropriate behaviour. Challenging behaviour is never condoned or excused but understood within the context of their needs and personal history.

Consequences, conditions and sanctions for inappropriate behaviour are only ever applied on an individual basis and not as a general rule.

Permissible sanctions

- Natural consequences are the most powerful and impactful in changing behaviour when used in a timely fashion
- Reparation – reasonable 'making good' of a situation, eg. Picking up items that have been thrown
- The removal of a planned, timetabled activity must only be as a result of a Risk Assessment which demonstrates that the risks cannot be managed safely

Prohibited sanctions

- Corporal punishment, including smacking and rough handling
- Withholding of food and drink that is part of their normal dietary requirements or force feeding
- Withholding of basic physical comforts such as warmth and appropriate clothing
- Withholding medication that has been prescribed to be taken during the school day

Rewards

A variety of rewards are applied as a consequence of desirable behaviour:

- Verbal praise
- Sharing of good work
- Use of certificates
- Preferred activities
- Token systems
- Reward schedules
- Awards
- 'Wow' walls

Exclusions

St Andrew's Academy's ethos is strongly averse to exclusion. Due to the nature of pupils' special educational needs, the majority of our pupils are unable to comprehend or benefit from a consequence such as an exclusion. However, in exceptional circumstances a pupil may receive a fixed term and/or permanent exclusion if they have the cognitive ability to understand the purpose of the exclusion, or to allow time to put safer measures in place. The decision to exclude can only be made by the Executive Principal.

Bullying

Bullying is defined as 'aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms'. This can happen in school, out of school and online. Bullying is not tolerated at St Andrew's Academy. Incidents which could be classed as bullying rarely occur but if bullying is suspected, it is dealt with immediately. All those involved are given the opportunity to discuss what has happened, and further action is taken as appropriate outlined in our Anti-Bullying Policy and our Online Safety Policy.

Training

All staff receive safeguarding training annually and receive regular updates throughout the year. All contact staff receive PROACT-SCIPr-UK training which is refreshed annually. Staff working with particular pupils requiring RPIs receive Person Specific training for that pupil.

References

[Keeping Children Safe in Education](#)

[Reducing the need for restraint and restrictive interventions \(HMG,2019\)](#)

[Mental Capacity \(Amendment\) Act 2019](#)

[The Restraint Reduction Network Training Standards 2019](#)

Linked with the following policies

- [Anti-Bullying Policy](#)
- [Online Safety Policy](#)
- [Safeguarding and Pupil Protection Policy](#)
- [Whistleblowing Policy](#)

Annex 1 – Positive Behaviour Support Plan (PBSP)



St Andrew's Academy

XXX's POSITIVE BEHAVIOUR SUPPORT PLAN

Behaviour Risk Assessment

Name of Student:

Class:

D.O.B:

Creation Date:

Overall Risk Level (RAG)

On Site	Community

	Behaviour of Concern	Likelihood	Severity	Risk
1				
2				
3				
4				
5				
6				

Known triggers to any of the above risks	Linked to Behaviour No

Other factors which may need to be considered – E.g. medical

LAC
 Separated parents
 Medical
 Transition/transport
 Home life
 Siblings
 Major events
 Scared of dogs

Behaviour Risk Matrix

1. How likely is the behaviour to occur?

Less than once per year	Rare (1)
One to twelve times per year	Unlikely (2)
One or more sessions per month up to weekly	Possible (3)
One or more sessions per week up to daily	Likely (4)
One or more sessions per day	Almost Certain (5)

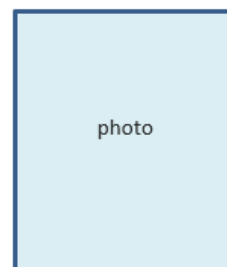
2. What are the likely consequences if the risk actuates (seriousness)?

No Injury or Impact on others/environment	Negligible (1)
Minor Injury: <ul style="list-style-type: none"> Requires reporting internally May require basic first aid Or Minor Impact on others/environment	Minor (2)
Serious or Potential Injury: <ul style="list-style-type: none"> Requires non urgent medical attention Requires reporting internally Or Moderate Impact on others/environment	Moderate (3)
Serious or Potentially Serious Injury: <ul style="list-style-type: none"> Requires medical attention Incident needs reporting externally Or Serious or Potentially Serious Impact on other students/members of the public/damage to property	High (4)
Death or Severe Injury: <ul style="list-style-type: none"> Requires immediate emergency medical attention/hospital admission Or Severe Impact on other students/members of the public/damage to property	Very High (5)

		Consequences				
		Negligible 1	Minor 2	Moderate 3	High 4	Very High 5
Likelihood	Rare 1	1	2	3	4	5
	Unlikely 2	2	4	6	8	10
	Possible 3	3	6	9	12	15
	Likely 4	4	8	12	16	20
	Almost Certain 5	5	10	15	20	25

High	Functional analysis and a documented rationale based on audit must be provided for discussion prior to the provision of training.
Medium	Person-specific training based upon a documented audit of challenging behaviour.
Low	Behaviour Strategies/tracking sheets completed.

XXX's POSITIVE BEHAVIOUR SUPPORT PLAN



PROACTIVE PLAN	
When / am calm I will.....	To keep me calm <i>YOU</i> can.....
ACTIVE PLAN	
When / am anxious/upset I will begin to.....	To help me to calm down <i>YOU</i> could.....
REACTIVE PLAN	
When / am in crisis I will.....	When I am in crisis <i>YOU</i> can help me by.....
RECOVERY PLAN	
After a crisis / will.....	After a crisis <i>YOU</i> can support me by.....

APPROVED INTERVENTIONS

	Health and Safety points
Protective Working Practices	
Keeping Safe	
Person Specific (Requires a Risk Assessment)	
CRISIS Management	

Reduction Plan:

This risk assessment has been approved and authorised by Sadie Hampton.

Parent/Carer informed on (date):

Annex 2: COVID-19 Addendum to the Behaviour Policy

(This will remain an addendum until directed by DfE that it is no longer required, i.e. end of pandemic restrictions)

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Context

At St Andrews' Academy we aim to maintain a secure, caring and stimulating environment which enables all students to develop their full potential in an atmosphere that is encouraging, supportive and takes into account individual needs.

Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is taken from government guidance <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings> and is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, Intimate and Personal Care Policy, and Safeguarding Policy.

St Andrews' Academy acknowledges that students will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Students may present with frustration and confusion as a result of being out of their usual routine, being with unfamiliar staff, being in a different classroom, and being with a different peer group. Some students may be experiencing a bereavement or sense of loss or separation anxiety. Some students may be experiencing fear and panic from not understanding the coronavirus pandemic. As a result of these different experiences, students may present with behaviours that are unusual for them. The process of re-integration into the school community will require additional positive behaviour support and encouragement. Staff will read the students individual risk assessments to know how best to support those students with whom they haven't worked with before. Staff will support students with a returning to school social story and a recovery curriculum which can be found on our website <https://standrewschool.secure-primariesite.net/coming-back-to-school/>

The government have set out a system of controls that all education settings must take.

System of controls

This is the set of actions education settings must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend the setting.
 - 2) Clean hands thoroughly more often than usual.
 - 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
 - 4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
 - 5) Minimise contact between individuals and maintain social distancing wherever possible.
 - 6) Where necessary, wear appropriate PPE.
- Numbers 1 to 4 must be in place in all settings, all the time.
Number 5 must be properly considered and settings must put in place measures that suit their particular circumstances.
Number 6 applies in specific circumstances.

Response to any infection:

- 7) Engage with the NHS Test and Trace process.
 - 8) Manage confirmed cases of coronavirus (COVID-19) amongst the setting's community.
 - 9) Contain any outbreak by following local health protection team advice.
- Numbers 7 to 9 must be followed in every case where they are relevant.

Bubbles

The government guidelines state *settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality of breadth of teaching, or access for support and specialist staff and therapists.* This means we have changed our bubble groups from classes of 4 to departments/ corridors of classes with a maximum of 3 classes:

KS3 Bubble – Orkney, Bute and Lewis
KS4 Bubble – Stronsay, Taransay and Barra
Willows Bubble – Jurra
ASC Bubble – Skye and Mull
Lodge Bubble – Iona
Campus Bubble – Shetland, Arran and Islay

Arrivals and Departures

Derby City Transport and Derbyshire Transport have made adjustments to their provision.

- Making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
- Making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers and wipe down vehicles after every journey.
- Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.
- Reducing the number of passengers per vehicle and increase the amount of space between passengers

Students will arrive into school on their transport for 9am. They will alight the transport one at a time and a member of staff will direct each student to their bubbles. Once the first vehicle is vacated, that vehicle will leave site, then the next vehicle will be vacated and leave until all vehicles have been vacated and left the site. Any parents/carers walking into school will need to wait at the markers on the floor to the side of reception until a member of staff directs their child into school. This is to minimise contact and avoid a bottle neck at reception.

Staff WILL NOT take temperatures of students on arrival. Routine testing of an individuals' temperature is not a reliable method for identifying COVID-19. Staff, parents and carers should follow the standard national advice on the kind of symptoms to look out for that might indicate COVID-19 and should follow the usual procedures if they or a student is unwell. Further advice can be found on government and NHS websites.

From 3pm the gates will be opened for vehicles to arrive. All vehicles will queue and at 3.20pm students will be sent from their class to the vehicle or parent/carer. The first vehicle will be filled and leave, the second vehicle will be filled and leave, until all students have got on their designated transport and left the site. There will be NO congregating in the hall. Parents/carers collected their child on foot need to wait at the markers on the floor until their child is sent out to them.

Moving around the school

The government advise states: *All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but should minimise the number of interactions or changes wherever possible.*

Movement around school will be limited. Staff and students must stay in their bubbles as much as possible and limit interactions with staff and students from other bubbles. If they

need to interact with staff or students from outside their bubble then they should adhere to social distancing guidelines.

Once students arrive at their bubble, they will need to wash their hands at the hand washing station. There will be posters on the walls reinforcing social distancing and hand washing. There will be markers on the floors in the corridors directing a two-way system in main school. Where ever there are no arrows on the floor, keep to the left as much as possible.

Hand washing and Hygiene

Students will be expected to be supported by staff to follow all hand washing and hygiene routines while in school. Students will wash hands /use antibacterial gel on entering school, after returning from the outside, before and after eating, if they cough or sneeze, and at regular intervals during the day. Students will be encouraged not to touch their face, mouth, nose or eyes while at school. The usual message of 'Catch it, Bin it, Kill it' will continue to be reinforced. Staff will regularly clean touch points such as surfaces, door handles and light switches throughout the day. Classrooms will be well ventilated either by opening windows or doors where appropriate.

Social Distancing

Students will be reminded by staff to follow social distance guidelines of staying 1 metre apart where possible from their peers and adults in school and on the outdoor areas.

The government guidelines state: *Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. We know that this is not always possible, particularly when working with children and young people with complex needs, or those who need close contact care.*

Settings should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

This means that staff are not to encourage face-to-face situations, so where there are situations in the curriculum that would be face-to-face such as circle/ semi-circle seating, try to minimise these times and encourage social distancing. We understand social distancing will be more difficult for our students, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this won't always be possible. Students should use their own allocated equipment which will be stored separately and should not share these items.

St Andrews' Academy follows the principles of PROACT-SCIPr-UK which provide a person-centred whole approach using Proactive, Active and Reactive strategies. Sometimes a

students' behaviour can require a physical intervention as a last resort. During this Coronavirus pandemic, staff will not be permitted to use any physical intervention on a student unless not doing so would cause more danger as we still have a duty of care. Staff need to contact a member of the SLT who can ensure the safety of the student and others.

If a students' behaviour becomes high risk, for example, physically aggressive, spitting or attempting to abscond, then a member of staff will try to de-escalate the behaviour and contact the SLT before contacting the parent/carer to collect them and discuss the likelihood of reoccurrence. If the health and safety of other students and/or staff is put at risk, the school may deem it necessary to apply a reduced timetable or a fixed term exclusion.

Equipment

The government guidance states:

Equipment and resources are integral to education. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Sensory circuits will be able to run as usual. Unfortunately rebound won't be able to run initially. Unfortunately, offsite activities will not be able to run initially either.

Toilets

Each bubble will have their own toilets to use. Students will be supervised and encouraged to use the toilets one at a time. When a student has finished in the toilet, they must wash their hands. Students who need support at the toilet and washing hands will be supported by staff who have the appropriate PPE which will be disposed of after use. Toilets should be wiped down after each use and regular cleaning will happen throughout the day. The hand dryers will be out of use and paper towels will be available to use and dispose of appropriately.

Break times

Students will have an allocated outdoor area for break times and will not interact with peers or staff from other bubbles. Students must stay in their designated area at all times. Parents/carers are to send snack into school, school will not be providing snack. Students must not share food or drink items, utensils or equipment.

Lunch Times

We are unable to support meal prep lessons at the moment, therefore all students will either bring a packed lunch or have a school dinner (parents must pay on ParentPay as we cannot accept money on site).

Milk and Water will be provided in cartons and bottles, these must be ordered with the dinners, the kitchen staff have requested that any class who has a student with a dairy allergy to only order water for the whole class. The Menu will resume to a usual menu, starting with Week 1. Student lunches will be eaten in different areas at different times.

11.55am – ASC Corridor (Mull and Skye) – to collect dinners from the hatch and eat in class.

12pm – KS3 Corridor (Orkney, Bute and Lewis) – to eat in the hall, dinners will be plated up.

12.05pm – Campus – a member of staff to collect dinners from the side door of the kitchen and return once washed.

12.15pm - Jurra – to collect dinners from the side door of the kitchen and return as usual.

12.20pm – Barra – to collect dinners from the hatch and eat in class.

12.25pm – Iona – to collect dinners from the side door of the kitchen and return as usual.

12.30pm – KS4 Corridor (Stronsay and Taransay) – to eat in the hall, dinners will be plated up.

Students must not share food or drink items, utensils or equipment.

Personal Protective Equipment (PPE)

In hot weather, students should continue to wear sun cream when necessary, parents need to apply this on before their child attends school. Students should be sent with a labelled hat. No open toe footwear should be worn.

In cold or wet weather, parents should continue to send their child in with a jumper and a rain coat.

Students can continue to bring their school bags and small items that they may need to help them regulate or transition.

The government advice regarding students wearing face masks and gloves is:

Face coverings should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

As part of the system of controls outlined by the government, the schools' response to any infection would be:

Students with symptoms

Many of our students would not be able to express that they are suffering from symptoms. It is the staff working with them who will monitor each student. If a student begins to present with symptoms such as:

- A high temperature (this means hot to touch on chest or back, clammy, red cheeked, or above 37.8 °C)
- A new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
- A loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal

They will be moved to the medical room with a member of staff wearing appropriate PPE whilst their parent/carer is phoned to collect them. If anyone is suspected to have Covid-19, then any PPE worn must be double bagged and stored separately for 72 hours before being disposed of. The student should self-isolate for 10 days and arrange to have a test. Their fellow household members should self-isolate for 14 days. All staff and students will have access to a test if they display symptoms. The bubble will then have to isolate at home for 14 days or longer if they still have symptoms, or isolate at home until they test negative for Covid-19. The other household members of the wider bubble do not need to self-isolate unless the staff or student member they live with subsequently develops symptoms.

Staff with symptoms

If a staff member begins to present with symptoms such as:

- A high temperature (this means hot to touch on chest or back, clammy, red cheeked, or above 37.8 °C)
- A new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
- A loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal

They should inform a member of the SLT and leave school immediately. If they are too unwell to get themselves home then a member of the SLT will stay with them whilst medical help is established. If anyone is suspected to have Covid-19, then any PPE worn must be double bagged and stored separately for 72 hours before being disposed of.

The staff member should self-isolate for 10 days and arrange to have a test, if they test negative they can return to work if well enough. Their fellow household members should self-isolate for 14 days. All staff and students will have access to a test if they display symptoms. The bubble will then have to isolate at home for 14 days or longer if they still have symptoms, or isolate at home until they test negative for Covid-19. The other household members of the wider bubble do not need to self-isolate unless the staff or student member they live with subsequently develops symptoms.

Engage with the NHS Test and Trace process

Settings must ensure they understand the NHS Test and Trace process and how to [contact their local Public Health England health protection team](#). This means ensuring that staff members and parents and carers understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms - staff and pupils must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them when at the setting - all children and young people can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the [NHS website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

Manage confirmed cases of COVID-19

Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Settings should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.

Contain outbreak by following local health protection team advice

If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must

continue to work with their local health protection team who will be able to advise if additional action is required.