

Bramley Grange Primary School

Behaviour Policy

December 2020

Rationale

Bramley Grange recognises the right of all within the trust to learn, play and work in a safe, supportive and stimulating environment. We are a respectful and caring community. We aim to do our best at all times and strive to be considerate to others, regardless of any differences. We acknowledge that knowing and understanding children, their differences and similarities must be at the heart of our behaviour practices. We believe that confidence and self-esteem as well as attitudes to learning affects all thinking and behaviour and impacts on learning and achievement.

Our key principles are:

- Every child has the right to learn
- Children and adults in school have the right to work in a safe environment
- Children and adults in school the right to be treated with respect
- Children and adults in school have the right to be listened to and supported to modify their behaviour
- Rules support our right to learn and to be safe in the school environment
- Rewards celebrate making the right choices and success
- Sanctions help us to learn about consequences of actions and support making positive choices in future
- Modelling positive behaviour is effective in teaching children how to behave
- Communication around positive behaviour, behaviour management strategies and with the school community is essential to provide a consistent approach
- Communication about behaviour incidents is essential to support actions required to modify behaviour
- Using the language of emotion coaching to recognise feelings and behaviour is essential
- Unpicking triggers for incidents is important to understand why the behaviour happened
- Supporting those with SEMH needs whilst at the same time ensuring consistent sanctions are applied is essential to ensure expectations are clear to all children regardless of need
- Clear Distinctions are made and understood between low level and serious behaviour

Underpinned by legislation and statutory guidance including but not limited to:

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

Voyeurism (Offences) Act 2019

This policy operates in conjunction with:

Anti-Bullying Policy

Social, Emotional and Mental Health (SEMH) Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Physical Restraint and Reasonable Force Policy

Complaints Procedures Policy

Teaching and Learning Policy

Homework policy

Roles and responsibilities

The **governing board** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The **head teacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Senior Leaders are responsible for:

- Monitoring the behaviour of children weekly across school
- Checking behaviour reports
- Supporting and advising staff around behaviour management - including meeting the needs of SEMH pupils
- Promoting high expectations of behaviour at all times
- Role modelling exceptional practise in terms of behaviour management in their classrooms
- Monitoring triggers with teachers using abc charts (in appendix)
- Implementing and supporting the implementation of graduated response SEMH with individuals
- Referring to appropriate agencies e.g. aspire/early help, ACT, LSS, EPS EHC team

All staff including temporary staff, administrative staff, caretaker, business manager and volunteers **are responsible for:**

Adhering to this policy and ensuring that all pupils do too.

Promoting a supportive and high-quality learning environment

Modelling high levels of behaviour

Communicating positively and calmly with others using emotion coaching

Being aware of the signs of SEMH-related behavioural difficulties.

Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

Being responsible and accountable for the progress and development of the pupils in their class.

Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

Recording low level incidents on arbor and informing parents

Recording serious incidents on CPOMS and informing parents

Seeking support from SLT with individual's behaviour

Monitoring triggers (using Abc approach)

Children are responsible for:

Their own behaviour both inside school and out in the wider community.

Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

Definitions

Low Level behaviour is defined as:

1. Lack of Respect:

- Talking when the adult is talking
- Failing to follow instructions- including not completing work to the best of ability
- Failing to take on board advice given as a means of improving attitude and behaviour as well as their learning
- Rudeness- including chuntering under breath
- Not completing work
- Not accepting decisions made by the adult
- Answering back
- Shouting out
- Disrupting others who are wanting to learn
- Breaking/vandalising equipment provided: pen, pencil, ruler, books or specialist equipment given for specific activities
- Lack of manners
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework completed

2. Being Unsafe

- Running around the classroom/indoor space
- Not sitting on a chair correctly
- Not sitting at a table to work when required to do so
- Being loud so that the adult in the room can't be heard - particularly in PE
- Running away - including out of class without asking the adult
- Inappropriate use of computer equipment
- Not keeping the learning environment tidy
- Pushing and shoving

3. Being Unkind

- Name calling

- Getting others to do things that they know are wrong
- De facing/breaking others property
- Deliberately not sharing
- Pulling faces at others
- Shouting in another's face

Serious Behaviour is defined as:

- Threatening behaviour e.g. making verbal and non- verbal threats
- Damage to school property
- Persistent and severe bullying
- Verbal abuse
- Physical abuse
- Emotional abuse
- Constant disruption to learning
- A single, serious and major incident, e.g. serious assault on another individual leading to injury
- Theft
- Incitement
- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour - deliberately acting in a manner so as to cause annoyance or irritation
- Bullying - a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Swearing

Effective behaviour management

The school understands that well-managed classrooms:

- Have high expectations of what is acceptable in terms of work and behaviour
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.

- Have well-planned lessons with a range of activities to keep pupils stimulated including hands on practical activities
- Implements the behaviour policy consistently and fairly including application of consequences and rewards
- Communicate using positive language
- Uses the language of emotion coaching
- Creates opportunities for all to work with positive role models
- Recognises the 'always' children
- Monitors the quiet passive children
- Models exceptional behaviour as the adult
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules which requires pupils to:

Be Respectful

Be Safe

Be Kind

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. The school has a consistent set of routines implemented in every classroom:

Listening

1. Stop- Hand
2. Equipment down - hands pushing down
3. Eyes on me- two fingers pointing to eyes

Hands up

Put your hand up to leave your seat, if you need to ask a question or if stuck with learning. Use no hands up to for answering learning questions during lessons - target individuals so you don't always get the same hands up e.g. popcorn, wave, using names. Use think/pair/share to give time to think. 'Random' on dojo randomly selects a child.

Promote independence - use 3 b4me: Brain, Buddy, Book, Boss. Use a visual to support.

Seating Plan

SEND children to be seated so they are part of the class. Those who have the potential to cause issues to sit at the front where the teacher sits/stands for adult presence.

Seat children so they can effectively support each other in mixed ability pairs and so that those who struggle with behavior are sat with suitable role models.

Seating plans will need to be changed on a regular basis and children will be made aware of any change to seating arrangements as soon as practically possible.

Handwashing

Job on board to do when hands have been washed linked to teaching session. Maximize learning opportunities.

Lunchtime

Table to put food and cutlery on. If working, when finished work teacher direct children to wash hands and collect lunch from the table. If coming in from playtime teacher direct children to wash hands and collect lunch from the table. Y5/6 children choose table wiping monitors. They can wear gloves if they want.

Monitors

Class monitors:

- Book collecting and handing out
 - Equipment handing out
 - Y5/6 table wiping
 - Waste Paper collecting
- Any other jobs that allow children to take on responsibility

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded linked to the school rule
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied
- Resilience and independence are encouraged.
- Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate - immediately rewarded following good behaviour.
- Consistent - consistently rewarded to maintain the behaviour.
- Achievable - keeping rewards achievable to maintain attention and motivation.
- Fair - making sure all pupils are fairly rewarded
- Linked - to school rules

The school uses a range of rewards - these are:

Social - praise and recognition, e.g. a positive phone call or email home.

Physical - material rewards, points (10 points = 1 dojo) which are collected and saved/cashed in for a prize from the dojo shop

Activity - Golden time - 20 minute activity-based reward chosen by the children at the beginning of each week and implemented at the end of the week. Shorter regular bursts will be used for children with SEMH needs.

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils including:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes

Within the classroom, teachers establish clear expectations for manners and respect for pupils this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.

Teaching pupils the importance of showing respect to each other

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- Culture, ethos and environment - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching - the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement - the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Counselling
- Positive classroom management
- Developing social skills
- Working with parents
- Teaching in health education and PSHE

Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation - this includes the following:

- Being calm and using a modulated, low tone of voice
- Using simple, direct language
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

- Using emotion coaching - I wonder I notice. We are here to help. It's ok to feel....but not ok to.....

Managing Behaviour

Rewards

All children begin the week with 20 minutes of golden time. The class each week chooses together the golden time activity to take place on a Friday.

Always children will have the opportunity to do gardening on a Wednesday as a recognition of their consistent positive behaviour. This is also used as an incentive for the SEMH children with adjustments made e.g. no consequences for a week = gardening time.

Adjustments are made to golden time for children with SEMH they will have daily chunks of golden time dependent on good behaviour.

All staff and children are registered to use class dojo. Class dojo is a points related system which enables staff to award points for good learning and behaviour. These points are shared with parents. Running totals are kept and children are given regular opportunities to visit the dojo shop where they can choose to save or spend their points. Once they have spent their dojo points, these are updated from children's running totals.

Other rewards used are:

- Verbal praise to children- always use the child's name
- Verbal praise to parents about their children
- Verbal praise to other staff about children's behaviour/attitude/learning
- Non- verbal praise (for example a smile, a thumbs up)
- Weekly achievement award one per class
- Sending children to the head teacher with great work/for a specific achievement
- A message or picture of great work to parents on dojo

Consequences

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|--|
| Verbal Warning- Low Level |
| Yellow Card - Low Level |
| Red Cards- Low Level Loss of 5 Minutes golden time. 3x Red cards = Behaviour report. |
| Internal Exclusion Serious Behaviour HT notified when the learning of others is disrupted or when all of the above appear not to be having an impact on changing behaviour. The length of time spent will be no longer than a full day and will be determined dependent on the |

severity of the behaviour. During this time they will complete work set by the class teacher. Parents will be informed by dojo. Incident recorded on arbor

Exclusion

Serious Behaviour – See Exclusions Policy

Where work is not completed to an acceptable standard or completed at all, children will be required to stay in at playtime and/or lunchtime until the work is completed to a satisfactory standard. Children wasting learning time will also be required to pay the time back again at playtime or lunchtime.

Intervention

In line with the school's positive handling policy, the school recognises situations may arise in which staff members will be required to use positive handling, and in some cases reasonable force, in order to manage conflict when other measures have failed to do so. All staff are TEAM TEACH trained and support for this is accessed through Aspire outreach. Positive handling **is used** in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

And when:

- The child is a danger to themselves
- The child is a danger to others
- When the child is significantly damaging school property

Positive handling will be limited to emergency situations and used only as a measure of last resort. Where positive handling is required, the school will abide to the following guidance:

- Initial intervention will always be without force.
- Any physical intervention will follow other appropriate actions.
- Staff will take a calm and measured approach in all situations.

Managing behaviour

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in this policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can apply consequences and rewards for pupils for misbehaviour outside of the school premises when the pupil is:

Wearing school uniform.

Travelling to or from school.

Taking part in any school-related activity.

In any way identifiable as being a pupil at the school.

Staff may also apply consequences to pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's **Anti-Bullying Policy**.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the **Complaints Procedure Policy**.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime. All staff members are provided with regular training in de-escalation strategies and dealing with disruptive and challenging behaviour. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. All staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem. At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

Monitoring and review

This policy will be reviewed by the **head teacher** on an **annual** basis, who will make any necessary changes and communicate these to all members of staff.

The next scheduled review date for this policy is **December 2021**.

Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

Enforcing new rules

- The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- Staff are informed about the measures in place so they can enforce these rules at all times.
- The school informs parents of any changes to provision outlined in this policy.
- The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

Attendance

- Attendance is mandatory for all pupils from September 2020.
- The attendance register is taken as usual, in line with the **Attendance Policy**.
- Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.

- If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a **daily** basis by the **headteacher**.
- If a pupil cannot attend school for any reason, their parent must get in touch with **the school office**. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- Non-attendance is managed in line with the **Attendance and Truancy Policy**, which includes specific provisions that will be followed during the coronavirus pandemic.
- Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.
- In the event that a parent of a child with coronavirus symptoms insists they attend school, the school has the right to refuse the pupil attendance if in its reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.

Arrival and departure

- The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up. Hygiene and infection control
- The school has conducted and will adhere to the **Coronavirus (COVID-19): Risk Assessment** in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible - staff reinforce this behaviour through teaching, rewards and supervision.
- Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at school.
 - Before and after consuming food.

- After using the toilet.
 - After coughing or sneezing.
 - When they return from breaks.
- Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- Pupils are expected to dispose of tissues using the litter bins provided.
- Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.
- Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard - positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Social distancing

- Pupils adhere to the social distancing measures put in place by the school
- Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.

- Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned bubbles.
- Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble.
- Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard - positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

During sports and exercise activities

- The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- The school does not permit close-contact sports, play or activities at this time.
- Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined - correct behaviour is reinforced by a member of staff.

Ill health and infection

- The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated - this behaviour is addressed in line with this policy and the **Anti-Bullying Policy**.
- The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

- Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

The school premises

- Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy - pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

Breaktime and lunchtime arrangements

- The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

School uniform

- The school expects all pupils to wear uniform while in school
- Parents do not need to clean their child's uniform any more often than usual.

Managing the behaviour of remote learners

- While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.
- Pupils who are learning remotely off-site are expected to adhere to this policy and the **Pupil Remote Learning Policy**.
- The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
 - Attend remote classes or group sessions on time. Sessions are for children only parents must not be present.
 - Complete the work independently that has been set and return it on time, to the best of their ability.
 - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.

- Report any issues, including harassment or bullying from their peers, to their teacher.
- The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in [section 13](#) of this policy may be in place.

Support for pupils

- The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.
- Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- The **SENCO** works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.
- Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

Rewards and discipline

- Rewards and discipline are given in line with this policy, where practicable - discipline that cannot be given with immediate effect to remote learners is carried out in line with [section 10](#) of this appendix.
- Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

- Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

Exclusions

- All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- The headteacher retains the power to exclude pupils on disciplinary grounds - all exclusions and their arrangements are carried out in line with the **Exclusions Policy**, where practicable.
- Permanent exclusion is only be used as a last resort.
- Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- The **headteacher** liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the **governing board** meets to discuss reinstatement within 15 school days.
- Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.
- The timeframes set out in the **Exclusions Policy** remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed - where necessary, the **governing board** decides whether any meetings should be delayed.
- If it is decided, as per the criteria in the **Exclusions Policy**, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.
- In the event that a remote access meeting is necessary, the **governing board** ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.
- The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.

- Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.
- Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.
- Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:
 - Clear instructions are provided about how to join the meeting
 - A named person is indicated to whom participants can address questions beforehand
 - The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run
- The **governing board** takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.
- The school will make every reasonable effort to avoid excluding any looked-after child.
- Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.
- Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

Close contact behavioural management

- Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the **Positive Handling Policy**.
- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

Monitoring and review

- Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

- Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.
- This appendix is reviewed in reaction to any new government advice by the **headteacher**.
- The date of the next review is January 2021.
- Once the school resumes regular activity, and if deemed appropriate by the **headteacher**, all sections within this appendix will expire.