St Leo's and Southmead Catholic Nursery and Primary School

Nurture, Inspire, Succeed

Behaviour Policy

2021-2023

Contents:

Statement of intent

St Leo's and Southmead believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Encouraging all members of our school community to be Positive Role Models

Signed by:

	Headteacher	Date:
	Chair of governors	Date:

Our Vision

As part of the St Leo's and Southmead family; our children are happy, resilient and successful. Our school community is enriched by positive role models who nurture and support; delivering a curriculum which embraces memorable opportunities and lifelong skills.

Our Promise

Nurture	Inspire	Succeed

Nurture	Inspire	Succeed
We will provide a safe, warm and welcoming environment where everybody is valued	We will celebrate the skills, talents and natural abilities of everybody in our school community	We will guide our children so that they are eager to exceed their full potential in all that they do
We will develop the whole child through our pastoral approach where inclusive attitudes are modelled every day	We will deliver exciting and memorable learning opportunities through our creative curriculum in order to provoke thoughts, dreams and life-long goals	We will encourage confidence and risk taking through quality first teaching, effective feedback and challenge

Our Values

Everybody is valued
We are all role models
Talents are celebrated
We never give up

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- 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

1.2. This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct

- Anti-Bullying Policy

- Special Educational Needs and Disabilities (SEND) Policy

- Child Protection and Safeguarding Policy

- Physical Restraint and Reasonable Force Policy

- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The governing body 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 Procedures Policy.

2.2. The headteacher 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 body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The SENCO is responsible for:

- Collaborating with the governing body and headteacher to determine the strategic development of this behaviour policy and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.4. Teaching staff are responsible for:

- Being aware of the signs of emotion linked behavioural difficulties.

- 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 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 behavioural difficulties.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include member so of the Inclusion team and SLT.

2.5. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour.

2.6. Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

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

3. Definitions

3.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **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
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

3.2. For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

3.3. "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

3.4. "Challenging behaviour" is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4. Effective classroom management

4.1. The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- 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.

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

- Conduct themselves around the school premises in a safe, sensible and respectful manner.

- Follow reasonable instructions given by staff.

- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.

- Complete classwork as requested.

- Report unacceptable behaviour.

- Show respect for the school environment.

Classroom rules

4.3. Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

4.4. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

4.5. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

4.6. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Praise

4.7. 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.

4.8. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.

- Praise is related to effort, rather than only work produced.

- Perseverance and independence are encouraged.

4.9. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

4.10. Praise that is given is always sincere and is never followed with immediate criticism.

4.11. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them being a positive role model.

Rewards

4.12. 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

4.13. The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

4.14. Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Certificates
- Free time
- Positions of responsibility, e.g. prefect
- Class celebrations
- Phone calls and Dojos home
- Extra breaktime
- Special privilege, e.g. non-uniform privilege
- Time with Mo

5. De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member

- 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

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

- 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"

6. Intervention

6.1. In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. We use 'Positive Handling' at St Leo's and Southmead , please see the restraints policy for further information.

6.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil

- A pupil tries to, or does, conduct deliberate damage or vandalism to property

- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects

- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others

- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit

- A pupil is behaving a way that is seriously compromising good order and discipline

- A pupil persistently refuses to obey an order to leave the classroom

6.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

6.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

6.5. Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.

6.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

6.7. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

6.8. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

6.9. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

6.10. For punishments to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.

- The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

6.11. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

7. Behaviour off school premises

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

7.2. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

7.3. Staff can punish pupils for misbehaviour outside of the school premises – ie on school trips.

7.4. Staff may also discipline 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.

7.5. 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.

7.6. 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.

7.7. 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.

8. Monitoring and review

8.1. This policy will be reviewed annually by the headteacher, behaviour lead and Inclusion team who will make any necessary changes and communicate these to all members of staff.

8.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

8.3. The next scheduled review date for this policy is April 2020.

9. Exclusions

St Leo's and Southmead Catholic Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

Partnership with Parents

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At St Leo's and Southmead, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.

A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy;

- Anti-Bullying Policy;

- Home-School Agreement

Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Reasons for exclusion:

• Serious breach of the school's rules or policies;

• Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Types of Exclusion

Internal Exclusion: Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or with a member of the Senior Leadership Team. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc)

Temporary / Fixed-Term exclusion: A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion: A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

• Serious actual or threatened violence against another pupil or a member of staff;

• Persistent bullying;

•Persistent prejudice based harassment or hatred based acts

Exclusion may be the result of persistently poor behaviour or a serious single incident. Persistent or cumulative problems Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with the Learning Mentor, target setting, home/school communication book etc.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of

the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way. Single incident Internal and temporary/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence.

In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. In such cases the Headteacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

The Governing Body will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors. The decision to exclude If the Headteacher decides to exclude a pupil he/she will:

• ensure that there is sufficient recorded evidence to support the decision;

• explain the decision to the pupil if the pupil is in the state of mind to listen to the decision

• contact the parents, explain the decision and ask that the child be collected;

• send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;

• the length of the exclusion and any terms or conditions agreed for the pupil's return;

• in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;

• plan how to address the pupil's needs and integration back into their class on his/her return;

• plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also

be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

Work Set

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be excluded for up to 10 continuous days on a fixed term basis. On the 6th continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Head of School should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move

In cases where the Head of School and parent's agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Head of School may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Appendix 1

Levels of Unacceptable Behaviour and Agreed Sanctions

We use a 3 tier system to deal with unacceptable behaviour before escalating to the Inclusion Team.

1 – A verbal reminder is given

2 – A Yellow Card is shown

3 – A Red Card is shown

1. Verbal Reminder

A verbal reminder will be given when unacceptable behaviour is first displayed. This is a prompt from any member of staff to remind the child that their behaviour is not in line with expectations. The child will be reminded that further instances of this behaviour will be dealt with by them being shown a yellow card.

The following behaviours will result in a verbal reminder being shown:
- Back chat
- Being unkind to other children
- Name calling
- Refusal to complete work set
- Eye rolling/poor body language when being spoken to by staff members
- Not following class rules
- Consistently forgetting PE kit

2. Yellow Card

If a child receives a yellow card they will automatically miss their next play time or 15 minutes of their lunch. Parents will not automatically be informed of a yellow card being shown unless the behaviour is continuous and warrants further discussion with class teacher.

A yellow card will be shown to a child if they continue to display unacceptable behaviour following a verbal reminder.

Yellow Cards will be recorded in the Class Behaviour Record book.

The following behaviours will result in a straight Yellow Card being shown:
- Swearing
- Being verbally abusive or cheeky to staff members
- Disrespecting school property
- Disrespecting the property of other children

3. Red Card

If a child receives a red card they will automatically be taken to the Headteacher or other member of the Senior Leadership Team who will decide the relevant sanction to be imposed (ie missing lunch and break times, in school exclusion). Upon investigating the incident, the child will be spoken to and parents informed.

Red Card incidents will be logged in the Whole School Behaviour Record Book.

A Red Card will be shown to a child if they continue to display unacceptable behaviour following a Yellow Card.

The following behaviours will result in a straight Red Card being shown:
- Fighting
- Damaging school property
- Damaging the property of other children
- Assaulting another child or staff member

Other instances of poor behaviour not listed above will be dealt with on an individual basis in line with the school behaviour policy.

If we are concerned about continued poor behaviour, we will contact parents and arrange to meet in order to discuss it further. We will engage external agencies where necessary.

Appendix 3

<u>**Addendum**</u>

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.

1. Enforcing new rules

1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.

1.2. Staff are informed about the measures in place so they can enforce these rules at all times.

1.3. The school informs parents of any changes to provision outlined in this policy.

1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.

1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

1.7. 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.

1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Attendance

2.1. Attendance is mandatory for all pupils from September 2020.

2.2. The attendance register is taken as usual, in line with the Attendance and Truancy Policy.

2.3. 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.

2.4. 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 weekly basis by the headteacher.

2.5. 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.

2.6. Non-attendance is managed in line with the Attendance and Truancy Policy, which includes specific provisions that will be followed during the coronavirus pandemic.

2.7. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

2.8. 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.

3. Arrival and departure

3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

3.3. The school expects pupils to move immediately to their learning area after washing their hands upon arrival.

3.4. 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.

4. Hygiene and infection control

4.1. The school has conducted and will adhere to the Coronavirus (COVID-19): Risk Assessment for Full Opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

4.2. 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.

4.3.   Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

4.4.   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.
- When they change rooms.

4.5.   Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

4.6.   Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

4.7.   Pupils are expected to dispose of tissues using the litter bins provided.

4.8.   Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

4.9.   Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

4.10.   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.

4.11.   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.

4.12.   Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

4.13.   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.

4.14.   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.

5. Social distancing

5.1. Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's risk assessment.

5.2. 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.

5.3. 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.

5.4. Where is it 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.

5.5. Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

5.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

5.7. 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.

5.8. 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.

5.9. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

6. Breaktime and lunchtime arrangements

6.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

6.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

7. School uniform

7.1. The school expects all pupils to wear uniform while in school.

7.2. Parents do not need to clean their child's uniform any more often than usual.

7.3. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

8. Managing the behaviour of remote learners

8.1. 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.

8.2. Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

8.3. 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.
- Complete the work 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.

9. Support for pupils

9.1. 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.

9.2. 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.

9.3. 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.

9.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

9.5. 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.

9.6.   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.

9.7.   Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

9.8.   EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

9.9.   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.

10.   Rewards and discipline

10.1.   Rewards and discipline are given in line with this policy.

10.2.   Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

10.3.   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.

10.4.   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.

11.   Close contact behavioural management

11.1.   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.

11.2.   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.

11.3.   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.

11.4.   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.

12.   Monitoring and review

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

12.2. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

12.3. This appendix is reviewed in reaction to any new government advice by the headteacher.

12.4. The date of the next review is date.

12.5. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.