St. Mary's Catholic Primary School

Positive Behaviour & Inclusion Policy

Important coronavirus (COVID-19) update

We have added Appendix 7 to this policy, which provides details on how schools can manage pupils' behaviour during the coronavirus (COVID-19) pandemic.

Date policy last reviewed: 10/06/2021

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Last updated: 11 June 2021

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Statement of intent and aims

Statement of intent

At our school, we believe 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 needs, mental health issues, or 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.

Aims

- To demonstrate and live out the gospel values
- To create an environment which encourages and reinforces good behaviour, in accordance with Christian teaching.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour across the school
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the schools expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Legal framework

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
- Education 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 the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Positive Handling Policy
- Complaints Procedures Policy
- Searching, Screening and Confiscation Policy

Roles and responsibilities

The governing board has overall responsibility for:

- The monitoring and implementation of this 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, gender identity, 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.

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 board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.

- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.

- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

- Liaising with other schools, the inclusion hub (Golden Hill), educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

- Leading CPD on mental health and behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies 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 an areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- 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.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

  - SENCO

  - Headteacher

  - Deputy Headteacher

  - Subject leader

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, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

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.

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

Definitions

For the purpose of this policy, the school defines **"serious unacceptable behaviour – Level 3"** 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 involves 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

For the purpose of this policy, the school defines **"low-level unacceptable behaviour- level 1"** 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

"Low-level unacceptable behaviour – level 1" may be escalated to "serious unacceptable behaviour – level 2", depending on the severity or the persistence of the behaviour and may include:

- 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

- Provocative behaviour towards others-taunting, enticing,
- Disobedience that endangers self and others
- Swearing
- Stealing
- Extreme inappropriate behaviour (verbal or physical)
- Defiance/Refusal to comply with the instructions of the Class Teacher or Supervising Adults
- Repeated Level 1 Behaviours
- Attempting to argue with a member of staff
- Rudeness to staff and other adults
- Lying
- Biting, punching, kicking, fighting, spitting
- Destroying the property of school or other pupils
- Hitting back

Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present.

The staff member will store the sample in school office.

The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols.

The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

Prohibited sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity

- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body

- Taking, displaying, or pressuring individuals into taking photos of a sexual nature

- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

- Purposefully cornering or hindering an individual's normal movements

- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

- Accessing, downloading or uploading pornography

- Sharing pornography via the internet or email

- Creating or maintaining websites with sexual content

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment:

    - Matches, lighters, etc.

- Drugs and smoking equipment:

    - Cigarettes

    - Tobacco

    - Cigarette papers

    - Electronic cigarettes (e-cigs)

    - Alcohol

    - Solvents

    - Any form of illegal drugs

    - Any other drugs, except medicines covered by the prescribed medicines procedure

- Weapons and other dangerous implements or substances:

    - Knives

    - Razors

    - Catapults

    - Guns (including replicas and BB guns)

    - Laser pens

    - Knuckle dusters and studded arm bands

    - Whips or similar items

    - Pepper sprays and gas canisters

    - Fireworks

    - Dangerous chemicals

- Other items:

    – Liquid correction fluid

    – Chewing gum

    – Caffeinated energy drinks

    – Offensive materials (i.e. pornographic, homophobic, racist, etc.)

    – Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The headteacher will always be notified when any item is confiscated.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Respectful code of conduct – Gospel Values

The gospel values underpin our code of conduct.
They are: **courage, creativity, thankfulness, responsibility, compassion, peace, service, justice, trust, hope, love, forgiveness, friendship, humility, generosity and reverence and respect.**

Linking with our mission statement, we **'encourage happiness, confidence and personal fulfillment'**. All members of the school community are asked to respect each other, by being kind, caring and considerate of each other's feelings.

All children are encouraged to be 'more like Jesus' are expected to behave in a way that demonstrates the gospel values:-

- Respect their teachers, other adults and fellow pupils.
- Be courteous, helpful and considerate to others.
- Be respectful and obedient when asked to follow instructions given by a member of staff or adult in charge.
- Respect their own and other people's property and to take care of school books and equipment.
- Walk around the school in a quiet orderly manner, always stepping aside to let an adult pass.
- Play carefully and sensibly in the school playground, not on the path or car park, to line up quietly on hearing the bell and walk into school in an orderly way.
- Wait quietly by the main door for an adult to supervise exit from the school building and never leave the premises without permission. The children should ask permission to retrieve the ball when it goes over the wall. The children are not allowed beyond the Presbytery gates.
- If a child has grievances against another child it must be reported to a member of staff who will deal with the matter. After the matter has been dealt with our children are encouraged to say sorry and make friends immediately.
- Physical violence:- fighting, kicking or bullying will not be tolerated, neither will retaliation. These serious misdemeanors will be dealt with accordingly.
- Children should be helped to consider the feelings of others, to accept other children as they are irrespective of any differences. They should be taught to recognise bullying both of themselves and others and to report any incidents immediately to a member of staff. Staff should take all reports, of verbal or physical abuse, very seriously.
- Offensive language must not be used.
- Children are expected to be punctual and attend regularly. Occasions of absence and/or lateness in arrival must be accompanied by a note or telephone call of explanation.
- Children must not bring in sharp or dangerous instruments to school or items which might cause a problem eg toys orjewellery.
- Children should wear the correct school uniform – in a tidy fashion. Hair styles should be sensible and hair attire simple in school colours.
- Jewellery – all forms of jewellery, with the exception of watches are best left at home. If earrings must be worn only studs are permitted and these have to be removed for PE lessons, including swimming.
- School bags – children are asked not to bring large bags into school and lack of space causes a problem. A small bag which will hang on the child's peg is most suitable.

Rationale – Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable.

In keeping with our Mission Statement, **'we guide all on our journey in faith'** to have a safe and secure environment in which the catholic ethos is encouraged.

Effective classroom management

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, using a whole class behaviour reward chart, incorporating the traffic light system. Each class has a ladder system that stretches beyond the green. This is linked to a Gospel Values and the national curriculum.

Establish sanctions for misbehaviour, using the traffic light system.

Establish clear responses for handling behavioural problems.

Encourage respect and development of positive relationships by promoting the gospel values.

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 Pupil Code of Conduct which requires pupils to:

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

Arrive to lessons on time and fully prepared.

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.

Hand in homework at the time requested.

Report unacceptable behaviour.

Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

Classroom rules

Routines

Praise

Rewards

Classroom rules

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. Teachers ensure that classroom rules are always clear, comprehensive and enforceable and underpinned by the gospel values.

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".

Before committing to the classroom rules, teachers ensure that all pupils fully understand what the rules involve and what is expected of them. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed. Rules are placed on the classroom walls/door to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity. 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.

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. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Routines may include activities such as the following:

Standing behind chairs before the class starts and sitting down upon the teacher's instruction

Handing out exercise books and pens/pencils at the beginning of the lesson

Writing lesson objectives down

Putting chairs on top of the desk at the end of the day

Once a routine has been established, the teacher models this for pupils to ensure they understand it. Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.

Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

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 which is related to the gospel values
>
> 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 to work produced.
>
> Perseverance and independence are encouraged.
>
> Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
>
> Praise that is given is always sincere and is never followed with immediate criticism.

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

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

> **Social** – praise and recognition, e.g. a praise in assembly
>
> **Physical** – material rewards, e.g. raffle tickets, stickers or certificates.
>
> **Activity** – activity-based rewards, e.g. extra play, free time.

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

> Tokens and stickers from the class teacher and the SLT
>
> Raffle tickets from staff across school
>
> Certificates, given out in assembly by the SLT
>
> Free time
>
> Positions of responsibility, e.g. prefect, monitors
>
> Class celebrations
>
> Message parents/guardians through Seesaw
>
> Extra break-time
>
> Special privilege, e.g. non-uniform privilege for house teams

Positive relationships and approach

As adults we should aim to:

- Promote the gospel values through their actions and words;
- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriate, personalised, ambitious and structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, all help to avoid disaffection and alienation, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the pupils and adapted/differentiated to meet the needs of all pupils. Marking and record keeping can be used as a supportive activity, providing feedback to the pupils on their progress and achievements. This also shows that pupils' efforts are valued and that progress matters.

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 – these may include:

> 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 break-time.
>
> 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 (gospel values amongst other school values)
>
> 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, e.g. linked to the HRSE/HSE work done in school

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, catholic ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes – with a focus on gospel values, 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:

Teaching in health education and HRSE/HSE

Counselling

Positive classroom management

Developing social skills

Working with parents

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.

The classroom environment

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupils, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

The classroom should demonstrate the gospel values, to be referred to by the staff and children – to underpin positive behaviour. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their **Classroom Rules Agreement**.

Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

Antecedent **(A):** what happens before the behaviour occurs.

Behaviour **(B)**: the behaviour that occurs.

Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

What appears to be the underlying cause of the pupil's behaviour?

Where and when does the pupil display this behaviour?

What are the triggers of the behaviour?

What acceptable behaviour can the pupil use to ensure their needs are met?

What strategies can be implemented for behaviour change?

How can the pupil's progress be monitored?

De-escalation strategies

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"

Intervention

In line with the school's Positive Handling 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.

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

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.

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.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

Knives

Weapons

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

> Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed above. Any physical intervention used will be conducted in line with the Positive Handling Policy.

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

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.

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.

Managing behaviour

Rewards and Sanctions

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Awards for good behaviour and performance are regularly presented at assembly.

They are earned by maintaining good standards as well as by particularly noteworthy achievements. At our school, we have a house system, whereby pupils earn points through demonstrating Gospel Values in their behaviour. All staff members can reward the children with house points. Children also 'move up' on their behaviour chart in the classroom, when they receive house points. Teachers create engaging curriculum based behaviour charts that and motivate children to 'move-up' to gain further rewards.

10. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically, there is a need for sanction to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be made clear why the sanction is being applied.

- It must be made clear what changes in behaviour are required to avoid future punishment.

- Group punishment should be avoided as it breeds resentment.

- There should be a clear distinction between minor and major offences.

- It should be the behaviour rather than the person that is punished.

At Our School, there are clear, agreed steps to sanction inappropriate behaviour.

How it works…Each class has a curriculum based behaviour chart, including a traffic light system consisting of a starting point (green) and amber and red cards. Each week every child starts the day on the 'green'. Children are rewarded for positive behaviour, linked to the schools and gospel values. School values and Gospel values are promoted in the classroom and children are aware of how their positive behaviour is linked to school and gospel values. The curriculum based behaviour chart is 'positively charged' where children moved themselves up the chart, with many levels beyond green, based on their positive behaviour.

With instances of poor/unacceptable behaviour (as stated in the charts below) children receive amber and/or red cards as sanctions and each child is dealt with by a member of the SLT – as stated below. Children will not move themselves down the behaviour chart, as this is deemed as having a negative impact on the individual child and not the way to deal with the poor behaviour. With instances of poor behaviour, where amber and red cards are used, children can no longer move up the behaviour chart until a designated period of time has passed and behaviour has improved.

BEHAVIOUR LEVELS

low-level unacceptable behaviour (Level 1 Behaviours)

Problem (examples)	Consequences
Lack of respect for self and others Interrupting the Teacher Calling out Answering back Wandering around class without purpose Leaving the class unnecessarily eg toilet trips, etc... 　Behaviour which disrupts the learning of others (including uncooperative behaviour, attention seeking behaviour, mimicry, wasting time) Poor manners including lack of politeness, courtesy, forms of address Unacceptable levels of noise Bringing toys and other inappropriate equipment in class Eating in Class Spoiling other pupils' games or work Making inappropriate comments about others (including telling tales, name calling, teasing) Using inappropriate language Play fighting Poor response to instructions Poor lining up (break and lunch) including pushing in In school without permission i.e. in class or cloakrooms	The class teacher or teacher in charge will deal with all Level 1 behaviour by consistently applying class rules, and de-escalation strategies. Golden Rules are to be reinforced at this level. If a child is not following their classes 'Golden Rules' then they are given a **non-verbal warning**. Should they continue to behave inappropriately they are given a **verbal warning**. According to their age group children are given non-verbal warning. In Foundation Stage children receive four warnings, children in Year 1 and 2 are given three, Year 3 and 4 two and children in Year 5 and 6 are given one/two warning before being given an **amber** light card. Once on amber, children are given a controlled triangulation of choice from a member of the SLT, in an attempt for the children to recognise their behaviour and make better choices that will help them to continue to move up the behaviour chart. After seeing a member of the SLT, if behaviour persists that week/following week, they are given a red light card. If a child receives a red light card, this means that they lose their next break time and go to a member of the SLT. The member of SLT with discuss the behaviour issues and create an informal plan, which the child will write down to support acknowledging behaviour and taking responsibility of behaviour. If is it felt necessary a child misses part of their lunch time and parents will be informed.

Unacceptable and Seriously Unacceptable Behaviour **(Level 2 Behaviours)**	
Problem	**Consequences**
Provocative behaviour towards others-taunting, enticing,

Disobedience that endangers self and others

Swearing

Stealing

Extreme inappropriate behaviour (verbal or physical)

Defiance/Refusal to comply with the instructions of the Class Teacher or Supervising Adults

Repeated Level 1 Behaviours

Attempting to argue with a member of staff

Rudeness to staff and other adults

Lying

Biting, punching, kicking, fighting, spitting

Destroying the property of school or other pupils

Hitting back | Depending on behaviour, an amber or red card is given to the child, who reports to the SLT. All Level 2 behaviour are referred to the SLT. There is an immediate loss of break time for Level 2 behaviours.

If this happens more than three times over a short time period (a half term) the child will miss all break times for a week and be put on an informal behaviour report by the SLT.

Level 2 Behaviours will be recorded by the Class Teacher and parents informed, in the most serious or persistent cases.

Outside agencies may also become involved, regarding SEND and SMHW. Staff support given/ timetable of intervention, if required.

If behaviour persists PIVATS PSED target setting may be used for the child and they meet regularly with a member of the SLT to identify small achievable targets to improve behaviour, **creating an IBP (individual behaviour plan).** The child could move a formal behaviour report, if deemed necessary.

If behaviour consists, it moved to level 3. |

Challenging Behaviour **(Level 3 Behaviours)**	
Problem	**Consequences**
Bullying Racial Abuse Dangerous refusal to follow instructions Swearing at staff Running out of school premises Physical Abuse of staff/supervising adult/other children Verbal abuse of staff/other children Persistent Level 2 behaviour	The Headteacher and the parents will be involved immediately. There is an immediate loss of all break times and lunch break time (after the child has eaten and had a comfort break) for these behaviours. The child will be put on official **daily behaviour report** and will **work in isolation (if deemed necessary).** All privileges are withdrawn, for this period of time. Individual cases will be dealt with accordingly with parental involvement. If behaviour persists PIVATS PSD target setting to be used for the child and they meet regularly with a member of the SLT to identify small achievable targets to improve behaviour, **creating an IBP (individual behaviour plan) if one is not in place already.** Outside agencies may also become involved, regarding SEND and SMHW. Staff support given/ timetable of intervention, if required. **If behaviour continues/ there is not a substantial improvement with behaviour further involvement with outside agencies and the Inclusion Team (Stepping Stones) support may be required, with the implementation of a revised behaviour contract.**

The same sanctions are applicable to pupils off school premises, for example, when representing the school in sporting activities, during swimming lessons or on a school trip. They also apply to pupils displaying inappropriate behaviour on school transport.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help from the Educational Psychologist or

Behaviour Support (Stepping Stones) may be necessary. This possibility should be discussed with the Head Teacher.

A **Behaviour Contract** is potentially developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required. Each child and potential behaviour contract are based on individual circumstances.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems. Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

Following a second incident of level 3 challenging behaviour, the following sanctions are implemented:

A Behaviour Contract will be developed for a set period of time as determined by the headteacher. This may include the support of outside agencies, further professionals and support from the Inclusion Hub (Stepping Stones)

If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments in their Behaviour Contract.

The pupil will present their Behaviour Contract to their teacher at the end of each lesson for a comment – the class teacher will also review the contract at the end of each day.

At the end of the specified period, the pupil will present their Behaviour Contract to the headteacher for a comment and a review.

If the headteacher is not satisfied with the pupil's behaviour during the specified period, the Behaviour Contract duration may be extended.

Parents will be informed that the pupil has a Behaviour Contract and that any further instances of challenging behaviour may result in exclusion.

Following a third incident of challenging behaviour, the following sanctions are implemented:

- Although challenging behaviour does not necessarily mean a pupil has SEND, a further assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- The headteacher will work with the inclusion team (Stepping Stones) to consider whether the pupil should be excluded for a fixed term in line with the school's Exclusion Policy and determine the length of the exclusion, or work with the inclusion team to consider a 'managed move' to another local primary school.

- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.

- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

  - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
  - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
  - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.

- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

- The behaviour support team will be informed and will complete a common assessment framework if multi-agency support is necessary.

- If behaviour is increasingly volatile, the behaviour support team will be informed, and a Pastoral Support Plan implemented.

Following a fourth incident of challenging behaviour, the following sanctions may be implemented:

- The headteacher will may enforce a 'managed move' to another school, with support from the inclusion hub (Stepping Stones).

- The headteacher will enforce fixed-term exclusion in line with the school's Exclusion Policy.

- The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.

- When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.

- When returning to the school, the pupil will have an **individual behavioural plan** in place.

- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.

- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For discipline to be lawful, the school will ensure that:

- The decision to discipline 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 discipline 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 or visit.

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

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

Isolation rooms

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.

The school will only move pupils to isolation rooms where absolutely necessary, and where the process outlined in this policy has been followed and has failed to resolve the behaviour issue. The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The headteacher will request that the pupil's class teacher sets them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Behaviour off school premises

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

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.

Staff can discipline pupils for misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off 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 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.

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 Procedures 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.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

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 is not 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.

The school is part of the Lancashire District 2 Inclusion Hub. The headteacher receives training from the Inclusion Hub in using PIVATS PSED. The headteacher completes annual training with staff in using the PIVATS PSED resources. Our inclusine support comes from Stepping Stones Short Stay School in Lancaster. Click the links below to find out more:

Stepping Stones Website

Watch the video to find out about the support offered by Stepping Stones

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

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

The next scheduled review date for this policy is **September 2022.**

Managing In-Class Incidents Flowchart

First steps
- Rewarding positive behaviour
- Ignoring negative behaviour

Classroom sactions
- Verbal warning
- Moving places
- 'Time out'
- Talking privately with pupil

Faculty referral point
- Contact head of department
- Contact head of year
- Contact headteacher

Low level sanctions
- Single lesson isolation
- Lunchtime detention
- Restorative justice

Intervention
- Meeting with parents/carers
- Involving other agencies

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals

1 _____

2 _____

3 _____

To prevent my challenging behaviour, I can:

1. _____
2. _____
3. _____

When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These are the consequences if I don't meet my goals:

_____

_____

_____

These are the rewards if I meet my goals:

_____

_____

_____

My contract will be reviewed on: **date**

Pupil signature: _____

Teacher signature: _____

Classroom Rules Agreement

Our classroom rules

Our class, **class number/name**, has created this agreement so that all pupils know how to behave when they are in class and around the school. Together, we have created our rules and agreed that we will stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher claps their hands twice.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

I understand that if I don't follow the rules there may be consequences:

1st warning: The teacher will give me a non-verbal and/or verbal warning – telling me to stop the behaviour. I should stop doing what I'm doing.

2nd warning: Depending on my age, I will be given a verbal warning to stop the behaviour.

3rd warning: The teacher tells me to stay behind at break-time, to go and see a member of the SLT, and I am given an amber card. I must think about why I am acting this way and make sure it does not occur tomorrow.

Pupil name: _____   **Date:** _____

Behavioural Incident Form

Name of pupil:		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

After the incident: what were the consequences of this behaviour?

Additional comments

Behavioural Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What effective strategies could we implement to help the pupil achieve their targets?

Additional comments

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 appendix covers behaviour expectations for pupils learning both on-site and remotely.

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

Enforcing control measures

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 appendix. 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 now mandatory for all pupils, unless they have been advised to shield, from 8 March 2021.

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

All pupils who are not eligible to be in school due to self-isolation or shielding and are receiving remote education will be marked as Code X.

Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents will 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 weekly 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.

Where a pupil cannot attend school because they are following private clinical or public health advice, they are expected to access remote education on the next school day where they are well enough to do so.

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

Clinically extremely vulnerable pupils who have been advised to shield are not be penalised for absences during the 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 for Schools** in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

The school understands that younger pupils 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.

- When they change rooms.

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 expected to understand that schools must have an increase of ventilation, meaning windows and doors may need to be open more frequently; therefore, they are expected to dress appropriately for potentially cooler temperatures.

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 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 infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Social distancing

General

Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's Social Distancing Policy. 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.
- Maintain two metres distance and refrain from touching their peers and/or staff where possible.
- Remain within their assigned bubbles.

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.

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.

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.

In the school hall

The school expects pupils to respect the health and safety of catering and kitchen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Pupils are allocated specific time to use the school hall to help adhere to social distancing rules. Pupils do not enter the school hall or dining area unless expressly told to do so by a member of staff.

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.

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.

During collective worship

Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

Moving around the school

The school expects all pupils to move around the school following the school's arrangements:

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the designated toilets or school hall.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

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 does not encourage pupils under the age of 16 to download and use the NHS COVID-19 app on school premises; however, if pupils under the age of 16 are notified to self-isolate via the NHS COVID-19 app while on the school premises they will not be disciplined for using their phones on site.

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, in line with the School Uniform Policy.

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

To prevent discomfort caused by increased ventilation, pupils are permitted to wear additional, suitable indoor clothing to keep warm.

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.

Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:

- **They are plain in colour**

- **They are practical for school**

- **They do not display words, logos or graphics that are considered offensive**

Managing the behaviour of remote learners

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

Pupils who have been instructed to shield or have been instructed to self-isolate will engage with remote learning if they are physically well enough to do so.

If pupils are unable to engage with remote learning the parents must notify the school as soon as possible to discuss the issue further.

The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- 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.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in 'Managing Behaviour' section of this policy may be in place.

Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter/email and the pupil will be disciplined when it is safe to do so.

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.

The school will continue to offer pastoral support to pupils who are self-isolating, shielding and/or vulnerable.

The 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 engage with school life.

The school understands that some pupils have 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 transition between remote learning and on-site provision, where necessary.

The parents of pupils who require additional support to adapt to full school opening are contacted regularly to discuss concerns, and to build confidence in their child's engagement with 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 ' Managing Behaviour of Remote Learners 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 on-site provision.

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 to be used as a last resort. 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.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

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 **September 2022**.Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.