



GLENMERE COMMUNITY PRIMARY SCHOOL



At Glenmere we are GREAT! Because
we:
Grow, Respect, Enjoy, Achieve
Together

Behaviour Policy

Important coronavirus (COVID-19) update

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

Date policy last reviewed: June 2021

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

Glenmere 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 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.

1. 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
- Positive Handling Policy
- Complaints Procedures Policy
- Searching, Screening and Confiscation Policy

2. 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.

Wellbeing lead is responsible in conjunction with the Head teacher:

- 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, 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 well being 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 and 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
 - 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.

3. Definitions

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 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” 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

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

“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. 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:
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of 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.

The school will address the effects of harassment and will provide counselling services for victims.

5. Confiscation

Any prohibited items found in pupils’ possession will be confiscated. These items will not be returned to pupils. Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to

cause personal injury to, or damage to the property of, any person (including the pupil). We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

6. Effective Classroom Management

At Glenmere we follow the following systems:

Our Golden Rules:

1. Do be gentle – Do not hurt anybody
2. Do be kind and helpful – Do not hurt the feelings of others
3. Do work hard – Do not waste our own or others' time
4. Do look after property – Do not waste or damage things
5. Do listen to people – Do not interrupt
6. Do be honest – Do not cover up the truth

What happens when child breaks the rules

Children may be asked to apologise verbally or in writing.

A child may be asked to sit out of an activity for a period of time.

A child may miss some of their golden time

A child may be sent to another class for some time out.

A child may be sent to the head teacher

A child may stand at the fence for part of break or dinner time

A child may have work from a lesson sent home

Yellow cards

A yellow card may be issued if a child consistently breaks the same rules.

A child hits somebody with the intention of hurting them.

Any physical act that is deemed by staff to be malicious.

A deliberate act of rudeness

Spitting intentionally at others

The use of inappropriate language to others

Deliberately breaking school property

An incident where a child lies and wastes staff time when finding out the truth about an incident.

If a child is issued with a yellow card, there will be a note made of this in the head teacher's behaviour log and on CPOMS. The class teacher will discuss the yellow card either through a phone call or a through a discussion at the end of the school day.

The head teacher will not need to see the parents/guardian about this.

The head teacher or Deputy head teacher will only need to see the parents/guardian of a child that has been issued with more than 1 yellow card in a half term.

The Yellow card sent home will state clearly which rules have been broken and parents/carers will be expected to discuss this with their child before coming back into school

Red cards

Red cards can be issued when staff feel any of the incidents in the yellow card section are taken to a more severe level.

The red card sent home will state clearly which rules have been broken and parents/carers will be expected to discuss this with their child before coming back into school. A red card will mean that parents need to make an appointment with the head teacher (or deputy head teacher) to discuss it further. A record of all cards will also be kept in school and red cards will be reported on the child's end of year report. Repeated red cards during the same term will lead to a meeting to discuss whether a fixed term exclusion is necessary.

Extreme behaviour

Any act of extreme physical or verbal aggression will not be tolerated during any time of the school day. An extreme attack on another child, whether provoked or unprovoked, will always result in a red card being given and parents being informed. Any act of aggression towards a member of staff will result in an instant red card, a phone call to parents and the child removed from the class for the rest of the day. Exclusion may also be considered.

Classroom rules:

1. Respect all adults in your classroom
2. Sit appropriately on the carpet or at tables
3. Put up your hand rather than call out
4. Listen and follow instructions promptly
5. Ask permission to leave the classroom
6. Follow your own classes rules

Children will be expected to follow the classroom rules. At the start of the year each class will also add some of their own rules. Where children disrupt lessons and informal/formal warnings have been given but the teacher feels a yellow card is not appropriate, these children will spend 10 minutes against the fence.

In class if a child's behaviour leads to the child not finishing enough of their work, the child may be kept in to complete the work or the work may be sent home

Persistent rule breaking

If a child persistently breaks the rules in class or at playtime, the class teacher will arrange a meeting with the parents. A behaviour chart or plan may be put into place for a short period of time.

School trips

If a child runs out of lessons, demonstrates behaviour that makes them unsafe or has demonstrated behaviour that is unsafe towards others, then a decision may be made not to take the child on the school trip. This would be decided by the Head teacher and senior management in conjunction with the parents or guardians of the child.

What happens if a child breaks the rules during after school clubs?

Children who misbehave or disrupt school run voluntary clubs will be warned initially. Continued disruption will result in them not being allowed to continue with the club and parents will be informed. Disruption at paid clubs will be dealt with by the coach in charge and measures taken will be at their discretion.

Children with Special Needs

Children with special needs who exhibit behavioural outbursts will have a Behaviour Plan. Where there are outbursts of extreme behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and hold until calm. Holding will only ever be used as a last resort and where possible handled by staff who are trained in the Team Teach method of physical restraint (see Care and Control policy). All such incidents will be clearly recorded. Parents would then be informed and asked to come into school to discuss the incident.

Where extreme behaviour persists and puts a child in danger of being excluded, specialist input will be sought from outside agencies and a special meeting will be called to put measures into place to avoid this outcome. All efforts will be made by the school to keep the child from exclusion and parents will be fully involved with this process, but the safety and well being of staff and other pupils will always be of paramount importance.

Dinner time rules

If any of the golden rules are broken at dinner time a child may be asked to stand against the fence for a period of time.

The same rules for yellow and red cards apply at dinner times and break times.

If a child continuously breaks rules at break and dinner time, it may result in them being kept inside for a period of time.

If a child's behaviour is deemed to be unsafe at dinnertime to themselves or others it may be arranged with the parents for the child to go home.

7. 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.

- 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.

8. 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 positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, eg, DVD afternoon

Each class has their own reward system and all classes also use Do Jo points.

9. 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 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.

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.

10. Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.
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.

11. Pupil Transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Staff Development and Support

Our staff are provided with training on managing behaviour and positive behaviour management strategies.

13. Record Keeping and Monitoring

A record of behaviour incidents that result in a yellow or red card will be kept by the Head teacher and the cards will go home to inform parents. All incidents will be reported on CPOMS, Regular checks will be made for patterns and frequency of incidents and attention paid to disability, special needs, gender or cultural background. This will be reported to governors termly in the Head teacher's written report. Any concerns about behaviour in the school will also be raised in the termly curriculum meetings.

14. 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 June 2022.

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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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 it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, 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.

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.

6. Moving around the school

The school expects all pupils to move around the school following the school's arrangements, e.g. using the one-way system.

The school prohibits pupils from lingering in corridors.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups,

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

7. 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.

8. 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.

9. 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.

10. 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:

11. 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.

An example has been provided for you.] The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Watch remote learning videos.
- 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.

12. 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.

13. Rewards and discipline

Rewards and discipline are given in line with this policy, where practicable

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.

14. 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.

15. 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.

16. 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 next review will be done linked to government guidance on Covid.

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