



Huntington

Community Primary School

Behaviour Policy

July 2018

**Appendix added June 2020 in response to the Coronavirus Pandemic,
and revised August 2020**

CONTENTS

Statement of Intent	p.3
Principles	p.3
Key Roles and Responsibilities	p.4
School Rules	p.4
Rewards and Sanctions	p.5
Unacceptable Behaviour	p.6
Disciplinary Action	p.7
Recording and Monitoring	p.7
Additional Powers to Support Behaviour Management	
Positive Handling/Reasonable Force	p.8
Searching and Confiscation	p.8
Power to discipline for behaviour outside the school	p.10
Informing Parents about the Policy	p.10
Malicious Accusations against School Staff	p.10
Policy Review	p.10
References	p.11
Appendix 1 – Behaviour Management During the Coronavirus Pandemic	p.12

STATEMENT OF INTENT

Huntington Community Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are 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 bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our 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.

PRINCIPLES

The Governing Body has identified in its *Statement of Behaviour Principles* the following key elements:

1. The right to feel safe at all times

All children and staff have the right to feel safe at all times at school, as do visitors to the school. Bullying or harassment of any description is unacceptable and will be dealt with in accordance with the sanctions laid out in the school's Behaviour Policy, even if it occurs outside normal school hours. The school's Anti-Bullying Policy outlines the school's position and procedures.

2. High standards of behaviour

High standards of behaviour are essential for effective teaching and learning, and to ensure a safe, secure and happy educational experience for all, throughout the school. Such high standards enable staff to teach and promote good learning without distraction, and support pupils to fulfil their potential.

Governors also expect pupils to display the same high standards of behaviour when they represent the school off-site during educational visits and events, when travelling to and from the school, and when wearing the school uniform off-site.

3. Inclusivity and Equality

All members of the school community should be free from discrimination of any sort, as stipulated by the Equality Act 2010. Bullying of any sort is unacceptable, and this applies equally to bullying and discrimination on the basis of gender, race, disability, sexual orientation or background. Children have varying needs and some pupils may need additional support to meet the behaviour expectations of the school. The school has legal obligations (Equality Act 2010) in meeting the needs of pupils identified as having Special Educational Needs or Disabilities, and those identified as 'vulnerable', and will seek the involvement of external agencies to assist in behaviour support as and when necessary.

KEY ROLES AND RESPONSIBILITIES

The **Governing Body** has overall responsibility for:

- the implementation of this policy and the procedures of Huntington Community Primary School.
- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The **Headteacher** will be responsible for:

- the day-to-day implementation and management of this policy and the procedures of the school.

Staff, including teachers, support staff and volunteers will be responsible for:

- following the policy and for ensuring pupils do so too.
- ensuring the policy is implemented fairly and consistently.
- creating a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

Parents/carers will be expected to take responsibility for:

- the behaviour of their children inside and outside of school.
- promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for:

- their own behaviour both inside school and out in the wider community.
- their social and learning environment and agree to report all undesirable behaviour to an adult.

SCHOOL RULES

Our school rules are:

- We will listen well and follow instructions the first time.
- We will put up our hands to ask and answer questions and to ask for help.
- We will speak kindly and politely.
- We will walk quietly within the school building.
- We will keep hands, feet and objects to ourselves.
- We will look after each other and our school.

These rules set out the expected standards of behaviour. They will be displayed in all classrooms, shared with and explained to pupils, and consistently applied by all staff.

REWARDS AND SANCTIONS

Rewarding the good behaviour of individuals or groups of pupils helps to encourage future patterns of positive behaviour: it supports an ethos of aspiration while reinforcing the school's expectations. Clearly understood sanctions are also required, however, to deter undesirable behaviours. Both will be implemented in an age-appropriate manner.

BEHAVIOUR SPECTRUM CHARTS

Every classroom displays a behaviour spectrum chart, themed according to the cohort's age, but sharing the common approach that children's names are moved up or down the chart during the day according to their behaviour, and that all children start the next day afresh in a positive zone (e.g. 'Ready to Learn'). This visual reminder of how their day is progressing reinforces the praise (or otherwise) received by the children from the teaching staff, and the resetting of the chart each day illustrates that behaviour can be both forgiven and changed.

Rewards

EYFS

Children exhibiting excellent behaviour during the week are rewarded with a Superstar certificate on Friday.

Key Stage 1/2

The names of children who reach the top of the behaviour chart by the end of the day are recorded, and a ticket bearing their name placed in a jar:

- in KS1, two tickets are drawn from each class jar at the end of every week, and two small prizes chosen by the winning children from a selection available.
- in KS2, one ticket is drawn from each class jar at the end of each half term, with the winner rewarded with a £5 Amazon voucher - the names of the KS2 winners are additionally publicised in the school newsletter.

Sanctions

Children whose behaviour falls below the standard expected, and whose names are therefore lowered on the behaviour spectrum, are subject to a sliding scale of sanction, with Parent Contact initiated for the lowest level (which can be reached immediately, depending on the severity of an incident).

Teachers keep a record of the names of children reaching this level, and this is reviewed half-termly to monitor if there are any children who regularly receive warnings, and to identify any particular behaviours that are repeated, in order to address them.

A teacher or other member of staff may also, however, determine that a single severe incident of behaviour requires intervention from the Headteacher (or other senior manager in their absence).

ADDITIONAL REWARDS

Star/House Points

Children receive Star Points for good work, effort or behaviour, and these are recorded on individual charts, either displayed on the wall (EYFS) or retained in card booklets (all other classes).

- Children in the EYFS receive a small certificate when they reach 10 Star Points (and multiples thereof).
- Children in KS1 receive a small certificate when they reach 50 Star Points.
- All children receive a large, decorated Star Point certificate when they reach 100 Star Points – this is presented in the weekly Sharing Assembly.
- Children in KS2 receive a House Point for each Star Point received, and these are tallied to determine a half-termly winning House (from Bridgegate, Eastgate, Newgate and Northgate), the prize for which is a non-uniform day for all members of the winning House.

UNACCEPTABLE BEHAVIOUR

Listed below is a sample (not an exhaustive list) of the types of negative behaviour that the school addresses through appropriate sanctions. These are investigated and recorded as appropriate.

Unsatisfactory Behaviour

- Not following the classroom rules
- Being off-task and/or talking, unrelated to the set work
- Distracting other pupils from their work
- Lack of co-operation and/or poor application
- Wandering around the classroom
- Ignoring instructions
- Interrupting or shouting out
- Rudeness
- Ignoring Health and Safety, security or clothing rules.
- Lateness, including after playtimes and lunch breaks.

Misconduct

- Absenteeism
- Dangerous or rowdy physical play
- Neglect causing damage to or loss of other children's property (or that of staff or the school)
- Serious neglect of Health and Safety, security or clothing rules.
- Unsatisfactory attitude towards staff
- Repeatedly behaving in a manner which stops others learning
- Repeated patterns of inappropriate behaviour, e.g. tantrums, disruptive behaviour
- Wilful or excessive wastage of material, including misuse of electronic facilities
- Use of mobile phones during school hours

Serious Misconduct

The Headteacher must be informed immediately if any of the following behaviours occur – in such cases, the full range of disciplinary measures will be considered, up to and including fixed term and permanent exclusion.

- Physical aggression towards staff or pupils
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual.
- Bullying, including cyberbullying (see *Anti-Bullying Policy* for further information)
- Prejudiced behaviour (with reference to the Protected Characteristics of the Equality Act 2010: disability, gender, race, religion, age, sexuality)
- Verbal abuse (e.g. swearing, use of sexualised language) towards other pupils or staff
- Theft
- Wilful and deliberate damage to or destruction of property
- Leaving the class and/or the school without permission
- Refusal to carry out a reasonable school instruction, or to comply with disciplinary sanctions
- Deliberately ignoring Health and Safety, hygiene or security rules
- Possession of prohibited or banned items
- Truancy
- Graffiti

DISCIPLINARY ACTION

All punishment will be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be:

- reasonable in all the circumstances and that
- account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

In all cases of Serious Misconduct, parents will be informed via face-to-face contact or phone call as soon as possible (and in cases of Misconduct as appropriate). Parents' attendance at school may be requested to discuss the incident, or to seek parental involvement in the management of their child's behaviour, or to inform them of the decision to exclude their child from school (in line with Local Authority policies and procedures).

RECORDING AND MONITORING

- Each class teacher maintains a class incident book, to record any behaviour of concern. These incident books include a class tally sheet to summarise the number/date of incidents, and are monitored by the Headteacher (or designated senior manager) on a monthly basis to detect any developing patterns of misbehaviour.
- The details of all incidents referred directly to the headteacher are recorded in a separate whole-school electronic log.
- Children whose behaviour consistently falls below the standards expected may be put on report, after consultation with the headteacher. This would normally be for one week, but could be extended. A report card would be completed at the end of each session, and shared with the parents at the end of each day – the card would be taken to the headteacher at the end of the week.
- An Individual Behaviour Plan may be implemented if felt necessary, in consultation with the SENCo.

ADDITIONAL POWERS TO SUPPORT BEHAVIOUR MANAGEMENT

The Governors recognise that, in exceptional circumstances, additional measures may be required to support behaviour management, as permitted by the law and following guidance from the DfE. In particular, specific powers and guidance exist with regard to the use of Positive Handling/Reasonable Force, and Searching and Confiscation.

POSITIVE HANDLING / REASONABLE FORCE

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- In order to maintain the safety and welfare of our pupils and staff, it may sometimes be necessary to use reasonable force to counter inappropriate behaviour, as outlined within our *Positive Handling Policy*.

SEARCHING AND CONFISCATION

- School staff can search a pupil for any item if the pupil agrees.
- The Headteacher and any staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules (which has been identified in the rules as an item which may be searched for)

Searching with consent

- School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from a pupil for a search.
- If a member of staff suspects a pupil has an item banned by the school rules in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the member of staff can apply an appropriate sanction as set out in this policy.

Searching without consent

- The Headteacher or authorised members of staff can carry out searches without consent. The Headteacher will consider, when designating authorised members of staff, whether any training is required to carry out their responsibilities.
- Searches without consent may take place if there are reasonable grounds for suspecting that a pupil may have in their possession a **prohibited item** (as outlined above). Items banned by the school rules may only be searched for under these powers if they have been identified in the school rules as an item that can be searched for.
- These searches can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful charge of the pupil.
- Whenever practicable the search will be carried out by someone who is the same sex as the pupil being searched and should be witnessed by another staff member (ideally also of the same sex as the

pupil). The only exception to this rule is if there is a reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

During the Search

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment being worn as underwear, but 'outer clothing' does include: hats, shoes, boots, gloves and scarves.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 'Possessions' means any goods over which the pupil has or appears to have control: this includes pupil trays, desks lockers and bags.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for prohibited items – such force cannot be used to search for items banned under the school rules.

After the Search

- A member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so – this also applies to items found as a result of a 'with consent' search.
- Items found during a search will be dealt with according to the guidance in the DfE guidance *Searching, screening and confiscation* (Jan 2018). This guidance indicates the procedures for prohibited items, stolen items and electronic devices.

Informing Parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- The school will inform parents following a search of their child.
- There is no legal requirement to keep a record of a search.
- Complaints about searching will be dealt with through the normal school complaints procedure.

Schools' Obligations under the European Convention on Human Rights (ECHR)

- Article 8 states that pupils have a right to respect for their private life. In the context of these powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- This right is not absolute; it can be interfered with, but any interference by a school must be justified and proportionate.

POWER TO DISCIPLINE FOR BEHAVIOUR OUTSIDE THE SCHOOL

Although this policy refers mainly to the behaviour of pupils within school, the school reserves the right to apply the same principles to misbehaviour outside the school premises. Pupils may be disciplined for misbehaviour when they are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil of Huntington Community Primary School
- posing a threat to another pupil or a member of the public
- adversely affecting the reputation of the school
- acting in a way that could have repercussions for the orderly running of the school

In such incidences, the Headteacher may notify the police of any actions taken against a pupil; if the behaviour is criminal the police will always be informed.

Any disciplinary action can only occur on school premises, or elsewhere when the pupil is under the lawful control of the staff member (e.g. during a residential visit).

INFORMING PARENTS ABOUT THE POLICY

- The Governors expect all parents/carers to be fully informed about, and encouraged to support, the Behaviour Policy and Anti-Bullying Policy, and for the Home School Agreement to summarise the main points.
- The Headteacher will publicise the school Behaviour Policy, in writing, to staff, parents/carers and pupils at least once a year.

MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

- The Headteacher will draw on the advice contained in the DfE guidance document *Keeping Children Safe in Education* (September 2016) when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers.
- Staff so accused should not be automatically suspended pending an investigation.
- If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

POLICY REVIEW

Committee responsible for Review: Premises and Health & Safety Committee
Regularity of Review: every 3 years

Signed:Chair of Governors

Signed:Headteacher

Date of Governing Body approval: November 21st, 2018

Next review date: January 2021

REFERENCES

Behaviour and discipline in schools: Advice for headteachers and school staff (DfE 2016)

Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion (DfE 2017)

Keeping children safe in Education: Statutory guidance for schools and colleges (DfE 2016)

Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (DfE 2018)

Appendix 1

Behaviour Management During the Coronavirus 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 while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take on full reopening.

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

1. Enforcing new rules

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2 Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3 The school informs parents of any changes to provision outlined in this policy.
- 1.4 The school expects pupils to uphold these rules at all times, where practicable.
- 1.5 Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6 Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7 Pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8 The school expects pupils attending S4YC to adhere to the school's social distancing and infection control rules, and S4YC staff have been informed of the measures in place.

2. Arrival and departure

- 2.1 The school expects parents and pupils to follow all arrival and departure arrangements to the best of their ability, arriving at the correct time and departing promptly.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures (e.g. hand washing or sanitising) on entry to and exit from the school.
- 2.3 The school expects pupils to move immediately to their classrooms after using an alcohol-based hand sanitiser and/or washing their hands upon arrival.
- 2.4 Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause.
- 2.5 Pupils are not to bring any items to school other than their coat, sunhat, lunchbox/snack and water bottle into school (and a mobile phone for Year 5/6 pupils, if they are walking to/from school alone).

3. Hygiene and infection control

- 3.1 The school ensures a risk assessment is conducted prior to full opening in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
- 3.3 Children should remain in their year groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

- 3.4 Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
- Upon arrival at and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
 - After break or lunch times.
 - When asked to by a teacher or teaching assistant.
- 3.5 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability. Expectations about sneezing, coughing, tissues and tissue disposal will be clearly communicated with children upon their return to school and on a daily basis.
- 3.6 Pupils will be reminded to avoid touching their eyes, nose and mouth with their hands upon their return to school and at the start of each day.
- 3.7 Pupils are expected to use infection control provisions responsibly (e.g. using hand sanitiser as directed).
- 3.8 Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection (e.g. play dough).
- 3.9 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).
- 3.10 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 3.11 Pupils who are deemed unable to fully adhere to infection control rules (e.g. some pupils with SEND or younger children) are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 3.12 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practise good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4. Social distancing

General

- 4.1 Pupils adhere to the social distancing measures put in place by the school.
- 4.2 Pupils form orderly queues and they are respectful and patient towards their peers.
- 4.3 Pupils are expected to:
- Remain at least two metres apart from school staff (unless they are an EYFS pupil).
 - Remain a reasonable distance from other pupils.
 - Remain within their assigned year group pupil bubbles.
- 4.5. Pupils are placed into bubbles comprising all the children in their year group, and they are not permitted to mix with other pupils outside this bubble.
- 4.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 4.7. Pupils who are deemed unable to fully adhere to social distancing measures (e.g. some pupils with SEND or younger pupils) are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

- 4.8. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

Lunchtimes

- 4.9. The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place when food is being served in the dining hall.
- 4.10 Pupils are not to touch or share the food of other children around them.

During sports and exercise activities

- 4.11 The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 4.12 The school does not permit close-contact sports, play or activities at this time.
- 4.13 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.
- 4.14 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.

Assemblies

- 4.15 No assemblies will take place at the current time.
- 4.16 Some pre-recorded assemblies may be shared with pupils in their classroom.

5 Moving around the school

- 5.1 The school expects all pupils to move around the school following the school's arrangements.
- 5.2 The school does not permit children in the Early Years or KS1 to move around the school unsupervised.
- 5.3 KS2 children may only leave the classroom unsupervised when using the toilet, and even then only once permission has been granted. Access to the first floor toilet blocks will be supervised at lunchtime.
- 5.4 Pupils who purposefully and continuously linger in corridors and communal areas without good cause are disciplined in line with this policy.

6 Ill health and infection

- 6.1 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.
- 6.2 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*.
- 6.3 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 (ground floor SEN Room, the hall if SEN Room is already in use).
- 6.4 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.

7 The school premises

- 7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2 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.

8 Breaktime and lunchtime arrangements

- 8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2 Pupils are expected to take their breaks within their permitted pupil bubble and only in the area designated for their bubble's use on the playground.
- 8.3 Pupils are not permitted to mix between pupil bubbles.
- 8.4 Pupil lunches will be taken with the pupil bubble at the allocated time and in the allocated space in the dining hall.

9 School uniform

- 9.1 Pupils should wear school uniform, unless they have a PE lesson scheduled for that day, in which case PE kit should be worn (including dark sport trousers, trainers).

10 Managing the behaviour of remote learners

- 10.1 Pupils who are learning remotely off-site (e.g. during a local lockdown or temporary pupil bubble closure) are expected to adhere to this policy.
- 10.2 The school expects pupils who are learning remotely to:
 - Complete the work that has been set to the best of their ability, dependent on their parent/carers' capacity to support them.
 - Keep any communication with school staff polite and appropriate, and in line with the school's remote learning arrangements.
 - Report any issues, including harassment or bullying from their peers, to their teacher.

11 Exclusions

- 11.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 11.2 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.
- 11.3 The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the *Exclusion Policy*, where practicable.
- 11.4 The headteacher will liaise with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 11.5 The timeframes set out in the *Exclusion Policy* remain in force, where practicable.
- 11.6 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 body will decide whether any meetings should be delayed.
- 11.7 The governing body will take reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

12 Rewards and discipline

- 12.1 Staff will ensure that any rewards or sanctions given adhere to the school's infection control and social distancing measures.
- 12.2 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 12.3 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.

12.4 Rewards

Rewards may include:

- Verbal praise
- Star Points
- An email/text to parents or carers

12.5 Sanctions for minor issues will be as follows:

1. A verbal reminder, and possibly teacher modelling, of the desired behaviour should be used in the first instance.
2. If the undesired behaviour continues, then the child can be asked to miss 5 minutes of their break or lunch time by sitting or standing near the perimeter of the designated area for their bubble (at a social distance).
3. If the child continues to choose to behave in an inappropriate way on the same or subsequent days, parents are to be informed via phone or email, and their support requested.

12.6 **Sanctions for serious issues** in which pupils do not follow the school's procedures for infection control and socially distancing - the following procedure must be followed by all staff:

1. An initial verbal warning, a reminder of the desired behaviour and the reasons why this is necessary using age appropriate language.
2. A second verbal warning with a further reminder of the desired behaviour and reasons for this.
3. A member of the School Leadership Team will contact the child's parents or carers and the child may be sent home.

13 Close contact behavioural management

- 13.1 Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the *Positive Handling Policy* and the school's *Recovery Plan and Risk Assessment*, especially in relation to wearing Personal Protective Equipment (PPE).
- 13.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.3 Once a pupil no longer needs to be restrained for the safety of others or themselves, staff will continue to adhere to the social distancing and infection control measures put in place.
- 13.4 If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they will be sent home immediately and advised to test for coronavirus.

14 Monitoring and review

- 14.1 This appendix is reviewed in reaction to any new government advice by the headteacher.
- 14.2 The date of the next scheduled review is September 15th, 2020.