



Behaviour and discipline

Document Name	Behaviour and discipline policy	
Review cycle	1/2/3 years	
Reviewed by	SLT/HT/HOS/SEND/CO/SL	
Approved/Adopted by	FGB/Lead governor/Headteacher	Date: February 2019
Changes made in this review cycle	<p>Jan 2019 Policy reviewed and minor changes to reflect new systems established. Section 5 – Lunchtimes and Playtimes behaviour Section 2 – Changes to visual reward and sanction system. All sections - References to HOS changed to SLT to reflect new Leadership structure. Additions include a change in wording appropriate to the whole school Thrive approach.</p> <p>June 2020 Addition of COVID-19 Addendum</p> <p>September 2020 Section 1 – Addition to Formal Exclusion section Section 3 – Addition to Pupil Support Section 4 – Addition to Pupils with Special Educational needs Section 11 – Addition to Positive Handling</p>	
Linked policies	Attendance Policy Child Protection and Safeguarding Policy	
Signed		Date: September 2020
Position	Executive Headteacher	
Date of next Review	February 2022	

1. Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, with our Christian ethos of the school - love, strength and faith, following the example of Jesus – as our focus. These ensure mutual trust and respect for all.

The development of positive social, emotional and learning behaviours is at the heart of our behaviour procedures and approaches. As a Thrive school we use our understanding of social and emotional development and learning as part of our approaches to all learning and in our responses to behaviour. Our expectations, the rules that underpin them, rewards and sanctions around behaviour are revisited, reviewed at regular intervals and agreed by all. This offers containment and safety.

Children grow in a safe and secure environment developing strengths and a strong sense of self-belief, so that they are positive, responsible and increasingly independent members of the community.

Every member of the school community behaves in a loving and considerate way towards others. For example: greeting each other in the morning and in the corridors and saying goodbye at the end of the day.

Children are treated fairly and this behaviour policy is applied in a consistent way.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Sections 88-94 of the Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their [behaviour policy online](#)

3. The Whole School Charter

Golden Time

Each pupil starts the week with 20 minutes golden time. Games and activities for this time will be agreed by the class and it will usually be held on a Friday. With this right to Golden Time comes the responsibilities that are indicated by the Golden Rules, as written by our Class Champions.

Golden Rules

The Golden Rules are;

- i. We are kind, gentle and helpful. We don't tolerate bullying, pushing, shoving or threatening behaviour
- ii. We are respectful, patient and listen to each other. We don't interrupt or disrupt others
- iii. We try our hardest and we like to be challenged in our work. We don't give up easily.
- iv. We take pride in our appearance and the school. We are not scruff bags, we don't damage or waste things
- v. We are honest and think before we act and react. We don't cover up the truth

Visual rewards and sanctions system

To ensure the Golden Rules are consistently followed throughout the school – and therefore encouraging the children to show a positive attitude to their learning, and the learning of others - a visual rewards and sanctions system is used. The emphasis when reinforcing expected behaviour will be on reminding children about why they are at school: so that children can learn; teachers can teach and everyone feels safe and respected. Adults holding consistent boundaries help to ensure our school feels calm and safe. Alongside the visual system are the Golden Rules and the Learning Powers to remind children of the most positive ways to learn. Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement.

Adults aim to notice body language, suggest possible sensations that might be being felt and name/label the emotions that are provoked, with the intention that drawing attention to these will allow pupils to learn to recognise and regulate their own emotions.

The behaviour system below is a whole school approach however, we also utilise bespoke individualised behaviour structures and systems for pupils if required.

How the behaviour system works

GREEN

All children will begin the day with their names on 'Green'. All children are 'reset' to 'Green' after lunchtime.

REWARDS

All children are expected to follow the Golden Rules as part of their education at St Mary's. The reward for this is intrinsic in their pride of themselves and what they achieve. However, there are times when children show remarkable effort and this is reflected in the work that they produce. In these instances, it is important that this is recognised and celebrated.

BLUE

If a child is showing exceptional effort and behaviour, their name will move to 'Blue'. The child will be awarded 5 Dojo points and celebrated in Friday's collective worship. The 'Blue' signifies the sky and reflects the colour of St Mary's to reinforce that the expectations are in line with our ethos.

STAR

If, as a result of the child's engagement and focus in a lesson, a child produces an outstanding piece of work, their name will be moved onto the 'Star'. The child will be invited to share the work with another teacher and given a star sticker to wear. This piece of work will also go on display in their classroom on the 'Star Work' display. Children who get onto the 'Star' will also be celebrated in Friday's collective worship.

HEAD TEACHER'S AWARD

If a child has made outstanding progress in a lesson (or over a period of time), they will be awarded with the Head Teacher's award. The child will be sent to the member of SLT in the office where they will discuss their learning and be given a 'Head Teacher's award' sticker to wear. Their work will be shared in the next Friday's collective worship, where they will also be presented with a certificate. The child's name will also go in the fortnightly newsletter to share with parents. It is expected that each child will be awarded this once per academic year.

SANCTIONS

If a child displays behaviour that goes against the Golden Rules (e.g. calling out, chatting, time wasting, lack of respect for other people or property, preventing themselves or other from learning etc.), a verbal warning will be given and made explicit to the child.

AMBER

If the child continues to break the Golden Rules after their verbal warning, their name will be moved from the 'Green' onto the 'Amber'.

The following sanctions will be applied when an 'Amber' card is given:

EYFS and KS1 – missing out on the first 5 minutes of the next break time to continue with the learning they have missed. EYFS may miss out on 5 minutes of their 'choosing time' rather than a break or lunch time.

KS2 - missing out on the first 10 minutes of the next break time to continue with the learning they have missed.

Once the child has missed their allocated time, their name will be moved back to 'Green'. If a child moves to 'Amber' and then changes their behaviour so it is now reflecting the Golden Rules, their name can then be moved back to 'Green'.

However, the sanction of missing the time at break time will still be applied, but the child is being given the opportunity to continue to make good choices and move further up the visual display during the lesson.

RED

If a child continues to make negative choices with their behaviour, a 'Red' card will be issued. The child will then complete a Reflection sheet at lunchtime with the member of SLT in the office. In addition some time will be missed, either catching up on learning or writing and reflecting around the behaviour (e.g. apology letters, what are the Golden Rules? etc.).

The following sanctions will be applied when a 'Red' card is given:

EYFS and KS1 – 20 minutes loss of break time

KS2 – 60 minutes loss of break time.

Following a red card, the class teacher will speak with the parent at the end of the day to inform them and a letter will be also be sent home.

If a child receives two 'Red' cards in any long (*September – Christmas; January – Easter; Easter – Summer*) term, parents will be invited in to speak the class teacher.

Three red cards in any long term will result in a request to meet with a member of SLT.

If a child receives 3 or more 'Amber' cards in a week, a 'Red' card will be issued.

Each of these stages, and other individual and specific instances that arise, require calm and consistent responses to allow high-quality learning and a child's development to remain the priorities. This might require many repetitions as part of a clear and structured approach to behaviour. This will be supported within our whole school Thrive processes, particularly focusing on the way adults respond to the child.

Continuing to break the Golden Rules

If a child receives 3 'Red' cards in a long term, the SLT will decide if a 'Report' will be needed.

SLT will meet with the parent and the child and explain that a child's behaviour will now be monitored throughout the day. The child will spend their break and lunchtime with a member of SLT. There will be regular meetings with the parent and the child to decide if the child is ready to come off report but there would need to be consistently good reports of behaviour from all members of staff for the report system to be removed.

Formal minutes of this meeting will be taken and a copy issued to parents/carers. Copies of these are kept.

Formal Exclusion

The ultimate sanction for extreme behaviour, available to all schools, is Formal Exclusion. This is a legal document whereby a parent/carer is asked to remove their child from the school. An agreement is drawn up on the child's return, which both the parent/carer and child sign, agreeing terms for re-admission. This is of course an extreme measure, which is an ultimate sanction. Should this action be required, consideration will be given to the needs of the child (see below – Pupil Support) and liaison between external agencies, parents and SLT will take place to ensure a successful reintegration into school. Please see the SEND policy and East Sussex Exclusion Guidance.

4. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

5. Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible.

School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

6. Celebrating learning together

Each week, we nominate a child from each class to be 'learner of the week'. Each 'learner of the week' receives a certificate, linked to our 'Learning powers', in the collective worship and their photo and reason for celebration/strength is displayed

'Awesomeness' certificates are awarded for children who have shown examples of the ethos of St Mary's: Love, Strength and Faith, learning to follow the example of Jesus.

Dojo points and House points

Dojo points and House points are awarded for good learning and behaviour linked to the 5 Golden Rules. Every dojo point translates into a House point and these are counted up at the end of the week for the weekly house total.

The winning house is announced in Friday's collective worship. At the end of each long term, the house with the most points is awarded the house cup and will have a party to celebrate their collaborative effort.

Each short term, the house with the most points get to wear their own clothes on the first Friday back after the holiday

7. Behaviour at Playtime & Lunchtime

Lunchtimes and playtimes periods are fun, influential and important times in a child's school day. Here, children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

However, there may be times where this is not the case for some children. To avoid adverse effects on relationships, behaviour and learning in our school, children are able to air concerns through the worry box, use of Bubble Time, via Pupil Governors, to class teachers or senior management team members.

We greatly value our teaching assistants and midday supervisory assistants (MDSAs), and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks. Support staff are able to issue rewards and stickers. MDSAs encourage creative play by introducing a variety of games to develop skills in cooperation and collaboration. MDSAs verbally feedback to teachers if there have been behavioural issues during a break or lunch time, allowing teachers to monitor this in class, too.

The Golden Rules are also applied during break and lunch times and staff will be clear with children, when praising or sanctioning, about which Golden Rule they are referring to.

Inside activities

Library

The library is open on Thursday lunchtimes. The year 6 monitors will open the library and children in KS1 and KS2 are free to come in and borrow a book.

Games and reading

Some children enjoy playing quiet board games or reading inside during their break time and this is something we like to encourage. There is space for 8 children to enjoy this dedicated quiet area so, to ensure it is kept a calm and enjoyable atmosphere, the children who are there will wear a **purple** band so they are clearly identifiable. These bands will be kept by the adult on duty and handed out to the first 8 children who ask for them.

Any other children inside during break and lunch times should be challenged as to their reason for being inside so all children are kept safe.

If a child fails to keep to the Golden Rules, a five point system operates to ensure a positive approach:

1. Staff are to use 'restorative justice'. Children are encouraged to listen to each other, and take responsibility for sorting out problems themselves.
2. Five minute 'time out' period, standing with an adult on duty. This includes dangerous, physical play.
3. Repeated or further breaking of rules – remaining with the adult for a set period of time and class teacher informed at end of play.
4. Serious misbehaviour – immediate sending into school to be dealt with by class teacher and/or senior staff.
5. Parental involvement.

At the end of play and lunchtimes, an adult on duty will ring the bell on three occasions.

First bell

The children will stop what they are doing. The adult will then give the children a 5 minutes warning, ask the children to put away all equipment except for the 4-square ball and remind children to go to the toilet.

Second bell

The children will stop what they are doing. The adult on duty will ask the children to line up in their classes. The children can continue to chat.

Third bell

Once the teachers have come to collect the children, the adult on duty will ring the bell for the third time. At this point, children should all be silent and calm, ready to go back into class to continue with their learning.

Children will then enter the school, a class at a time, in a quiet, sensible manner, led by the teacher. Teaching staff are required to collect their own class and children are expected to enter school in silence.

Displayed in the hall is a visual 'Volume Meter'. This is used by MDSAs to show the children the volume they should be using. Whilst the children are eating, the arrow will be pointing to the middle section: 'Lunchtimes – chatting quietly'.

If the noise level becomes too high, the Lead MDSA will ring a bell and use the volume meter to visually show the children that they are above the agreed level of noise and need to be quieter. If a child is consistently breaking the Golden Rules Rules, they may be asked to wait in the hall for a period of time before going out to play.

8. Behaviour Books

Each class has a behaviour book which is kept up to date by the class teacher. 'Amber' cards will be recorded in here, along with the reason for the sanction. These will be monitored by SLT termly and patterns or concerns can be addressed by SLT, class teachers and parents. 'Red' cards will be recorded by SLT in the folder which is stored in the Heads' office. The monitoring of each class behaviour book is cross-referenced with attainment and attendance at pupil progress meetings to ensure all children are fulfilling their potential. Any concerns about behaviour are discussed with the parent at the earliest opportunity and an individual behaviour agreement maybe agreed in discussion with class teacher, SENDCO and member of SLT. This may include SEND categorisation.

9. Termly values

Each term's value is explored in collective worship and class time. Where possible it is linked to the school ethos, learning and behaviour.

10. Pupil Governors, Bubble time and the Worry box

Each class teacher will establish a routine for children to access 'bubble time' with them. This is individual time to check with pupils how things are going and to raise any concerns either the pupil or class teacher might have.

The worry box is situated in the corridor and any child can make a request for 1:1 time with a designated person to talk through a worry or concern. This person will be given verbal or written feedback on any worry box note to the class teacher. Any whole school issues can be raised with a member of SLT, via the Pupil Governors.

11. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

12. Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

Incidents of positive handling must:

- Always be used as a last resort – de-escalation strategies will be utilised in all circumstances first.
- Appropriate language will always be used.
- Restorative justice will be in place in every circumstance.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. A number of staff may, at any one time, have received MAPA (Management of Actual or Potential Aggression) training.

13. The role of the class teacher and TAs

Class teachers ensure that the atmosphere in their classes reflects learning with love, strength and faith. The Golden rules are used to facilitate this along with the visual behaviour display.

Each child is treated fairly, and reminded to take responsibility for their behaviour. Class teacher uses the Golden Rules to support this. The staff treat all children with respect and understanding at all times and, at an appropriate time children, will be given the opportunity to discuss behaviours. This may be through circle time, bubble time, worry box or the red card reflection time. Class teachers will establish systems for regular PSHE and bubble time. The worry box is prominent in the corridors for all children to access as they feel the need.

Any concerns about behaviour are discussed with the parent at the earliest opportunity. The class teacher is supported by the SENDCO and senior leaders throughout each term in addition to bringing any concerns to pupil progress meetings. External agencies may be involved via the SENDCO and individual behaviour agreements maybe implemented in liaison with SLT.

14. The role of the Senior Leadership Team

It is the responsibility of the SLT, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the school.

The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The SLT keeps records of all reported serious incidents of misbehaviour, including violent incidents, assaults and injuries.

The SLT has the responsibility for giving fixed-term exclusions to individual children for serious breaches of this policy. For repeated or a very serious act of aggressive or disrupted behaviour, SLT may permanently exclude a child. This action is taken only after the governors have been notified.

15. The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable adaptations and strategies in place to support a child, we expect parents to support the actions of the school.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher, then a member of SLT. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

16. The role of governors

The governing body has the responsibility of setting down the general guidelines on which this policy is based and of reviewing their effectiveness. The governors support the head of school in adhering to these guidelines.

A member of SLT has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to a member of SLT about particular disciplinary issues. The member of SLT must take this into account when making decisions about matters of behaviour.

17. Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs.

If a child will need medication during the school day the parent or guardian should notify the school. See the Medical Policy for further details.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to recover safely and the police and social services will be informed.

18. Searching and screening

In line with the 2014 Searching, Screening and Confiscation document from the DfE, we are authorised to search, screen and confiscate items as named in this document.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

19. Monitoring and review

A member of SLT monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

A member of SLT keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the non-statutory guidance and that no child is treated unfairly. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

20. Behaviour Policy 2020 Covid-19 Addendum

At Pioneer Federation, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other.

Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, and Online Safety Policy.

These adjustments are set out below:

Arrivals, Departures and moving round the school.

- Children will enter school through their designated entrance at the agreed time.
- Children will leave parents/carers at the entrance and will go straight to their designated bubble, keeping a safe distance from other people.
- At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance.
- Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will ensure they stay a safe distance and 2 metres from anyone not in their bubble.
- Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus (COVID-19).
- Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

- Children will be expected to follow all hand washing and hygiene routines while in school.
- Children will wash hands/use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.
- We ask children to follow the catch it, bin it, kill it, mantra when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm.
- Children will be reminded not to touch their face, mouth, nose or eyes while at school.
- Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

- Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Pupils will have their own table with chairs.
- Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).
- We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

- Children will use the toilets one at a time
- When a child has finished in the toilet, they must wash their hands.

Break times

- Children will have a designated place to play during break times.
- Children must stay in their designated area at all times.

- Each bubble will have their own selection of equipment to play with. This will be cleaned regularly
- Rewards

The usual behaviour system will be in place (see above for details)

- All staff welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible.
- Sharing good work with the Head of School for acknowledgement and praise during this time is permitted providing this can be done in a socially-distant manner
- The school will be holding a virtual celebration assembly each fortnight for Head teacher's Award and Learning Power awards.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s), which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils working from home

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time:

- Students' behaviour and comments online should be exemplary, reflecting how they would behave in a lesson.
- Students should address teachers and refer to peers as they would do in a classroom setting.
- If any student behaves inappropriately when online learning, parents will be contacted.
- Students are prohibited from taking screenshots, recording lessons or engaging in private chats during online lessons

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period, which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
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For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Approval of this BEHAVIOUR AND DISCIPLINE POLICY:-

James Procter Executive Head teacher

Signature: 

Dated: 01/02/2019

Becca Hare Head of School

Signature: 

Dated: 01/09/2019

<u>REVIEW DATE</u>	<u>ANY AMENDMENTS?</u> <u>Which pages?</u>	<u>Signature of Executive head, head of school and Chair of Governors</u>
October 2015	2- rewards and punishments: Whole section updated	
Jan 17	Policy rewritten in light of school vision and current situation	
Nov 17	Policy reviewed and minor changes to reflect new systems established. Section 2 – serious breach of golden rules EYFS and year 1 Section 3 – addition of Dojo points linked to golden rules Section 16 – medicines – see updated managing medicines policy Section 17 added – searching and screening	
Jan 19	Policy reviewed and minor changes to reflect new systems established. Section 5 – Lunchtimes and Playtimes behaviour Section 2 – Changes to visual reward and sanction system. All sections - References to HOS changed to SLT to reflect new Leadership structure. Additions include a change in wording appropriate to the whole school Thrive approach.	
July 20	COVID-19 addendum added Highlighting expectations on social distancing, hygiene measures and SEND pupils.	
September 20	Section 2 - legislation and legal requirements Section 8 - Bullying – further clarification on types of bullying	