

MARUS BRIDGE PRIMARY SCHOOL



BEHAVIOUR POLICY

**ADOPTED AT THE MEETING OF
THE LOCAL GOVERNING BODY
ON 10TH JUNE 2020**

CHAIR OF COMMITTEE: Jason Taylor

HEADTEACHER: Mr. Gaskill

To be reviewed every two years. (Updated March 2019 /
amended May 2020)

Our Ethos

To have impeccable conduct and outstanding learning behaviour so that all pupils can 'Learn, Enjoy, Achieve.'

Roles & Responsibilities

Every adult stakeholder, in whatever role, has a responsibility to support students in their learning by contributing to their personal development and wellbeing.

The Pastoral Team

This deals with the total welfare of the student. Where appropriate it involves guidance and counselling, mentoring, pastoral support programme and contact with parents and outside agencies such as the Education Welfare Service, the Education Psychology Service, the Careers Service and the Police.

Role of the Key Stage Leads

- The role of the Key Stage Leaders is to manage behaviour, learning and teaching within their phase and to monitor the application of the Good Behaviour Policy
- To liaise with SLT or the Pastoral team if a specific problem persists with an individual student or class.
- Key Stage Leads will support the professional development needs of individual staff members within their phase with regards to behaviour management.

Roles and responsibilities of the Student

- All students who are part of our School community are required to have a proper regard for the authority of staff and treat all persons in authority with courtesy and respect.
- All students will always show consideration and respect to others (including their peers) and learn and behave to the best of their ability.

Role of the Teachers and Teaching Assistants

- The role of the classroom teacher / teaching assistant is to manage behaviour, learning and teaching within their classroom and in doing so to apply the Good Behaviour Policy consistently and fairly
- Any concerns with the behaviour of an individual student must be referred to and discussed with the appropriate Key Stage Leader.

Role of the Head and Deputy Head Teacher

- The Head and Deputy are responsible for overall leadership, direction, organisation and accountability of the school in all areas including behaviour.

Role of the Governing Body

- The Governors are accountable for the performance of the school, including behaviour, to parents/ carers and the wider community.

Role of Parents & Families

- Support the Marus Bridge Good Behaviour Policy and treat school staff with respect
- Share concerns about their child's education, welfare and behaviour with the school
- Take an interest in their child's work and achievements
- Attend parents' evenings and support school functions
- Support the school in achieving a minimum 96% attendance rate for their child
- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child completes homework to the best of their ability.

Role of Senior Leadership Team

- The SLT are responsible for the overall leadership, management, development, monitoring and evaluation of behaviour and the application and efficacy of the Good Behaviour Policy across the school.
- A named member of the SLT has development oversight of behaviour.

Our Aim

Our aim is to help all our pupils to:

- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a consistently positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment, behaviour and attendance for all pupils
- To involve parents, pupils and staff in setting rules/standards of behaviour within the school
- To get pupils to manage their own behaviour effectively while respecting the rights of others
- To inform parents and pupils of sanctions that will be taken to address behaviour issues
- To develop social and Citizenship skills through a variety of school contexts

The relationship between pupils and school staff is based on mutual respect and consideration. The positive ethos of our school will be maintained by pupils, parents and school staff showing mutual consideration and respecting our school rules. We also try to adopt a positive attitude to those pupils who find this idea unfamiliar or difficult to accept.

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff and members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

Our Expectations

Excellent behaviour is secured by working with our pupils to ensure inappropriate behaviour does not take place. This is achieved by high levels of supervision, the development of appropriate respectful adult/pupil relationships, excellent communication amongst all adults and consistent use of this policy.

Good behaviour will be noticed and rewarded.

When a pupil breaks a school rule the issue will be dealt with calmly and quietly.

Good behaviour must be taught explicitly.

School rules and expectations for work and presentation need to be taught and understood and each class produce a class code on conduct at the beginning of each school year.

These expectations will be printed in the pupils' books and shared with parents at the initial 'Meet the teacher' meeting in September.

Alongside our expectations, each class has a Classroom Charter stating what children believe their classroom ought to be in order to support them with their work and behaviour throughout the year. This will be drawn up by the class teacher through discussions with the class (and advice from the previous class teacher) at the beginning of the year. All children will agree to the charter and sign it. It will be displayed in a prominent place within the classroom. The charter will be a positive document stating what the children will do rather than what they will not do.

When conduct and behaviour does not meet our expectations and misbehaviour occurs:

Keep calm and be consistent.

Follow the policy.

Avoid humiliation, negativity, anger, blanket punishments, sarcasm.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Any article brought into school which 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)

Rules

Rules will apply right across school.

- We listen carefully and follow instructions.
- We treat other people how we would like to be treated.
- We work quietly without disturbing our classmates.
- We walk around school quietly.
- We always tell the truth.

- We always do our best.

Daily routines and excellent communication will support impeccable behaviour

All children enter the classroom quietly every time. They are greeted by the teacher and begin a start of the day or independent task during each registration.

Seating plans should be carefully considered to ensure pupils always work productively together.

Pupils are supervised by the teacher onto the playground at the end of each session.

Classes make journeys around the school without talking.

Excellent manners are noticed and rewarded.

When a child is going to be taught by another teacher in the next lesson the teacher *must personally inform* the receiving teacher of any warnings in place. These should not be lost or forgotten and must be recorded in the class teacher's behaviour book.

Further strategies to improve the behaviour of pupils in school are as follows:

- Learning Mentor
- Targeted support from TA's
- Support from TESS – staff training including lunchtime, PSP writing
- Classroom behaviour charts
- PSHE&C
- Praise messages sent via Seesaw, directly to parents, as and when feedback is appropriate
- SLT/support staff helping to supervise lunchtimes
- School council/pupil voice
- Achievement assemblies
- Collective Worship themes
- Positive learning behaviour addressed throughout all areas of the curriculum.
- Play leaders
- Headteacher involvement
- DHTs walkthrough school awarding stickers for good behaviour.

Rewards and sanctions

Praise and reward should have emphasis. Discipline should be consistent, fair, positive and based on mutual respect and understanding. All classrooms display a behaviour chart that is age appropriately designed, however they all follow the same procedures.

Each day the children start on 'Ready to learn' they then can either progress up the chart to show excellent attitudes to learning or if their behaviour and attitude to learning deteriorates they move down through our sanctions. This is clearly visible for all the children to see in the class and in KS2 they move themselves as directed by the teacher in the class.

A Bridge Builder citizen award is given termly for completing extra-curricular activities that make a difference within our community.

MBPS rewards

EYFS / KS1

- **Pasta in the pot** is given as a class when all the children are seen to be displaying positive behaviours and attitudes to learning, each other and the whole school community. When it is full a whole class reward is given like DVD afternoon, baking etc.
- **In EYFS/KS1 the stepping stone reward chart is displayed as Beanstalks in each class consistently.** Each step up is awarded for excellent work, manners and/or behaviour. Once the child reaches the final Leaf,(1-20) they receive a prize from the teacher's prize box and they start again to accumulate their steps.

KS2

- **Pasta in the pot** (whole class reward), when its full children get to choose 20/30 minutes golden time. Every class will ensure they reach golden time a minimum of once per half term. This is to be recorded.
- **Reward point stickers** will be given for good work and / attitude. Once a child accumulates 20 points they can either exchange these for a small prize and start again or continue to collect to gain bigger prizes. The maximum prize that a child can receive is for 250 reward points. Prizes can be redeemed at intervals of 50 points.
- **The House System** promotes excellent behaviour. Reward points are collated by the UKS2 Team Leader on Thursday afternoon. The winning house is awarded a trophy which is presented to the elected House Captains in Friday assembly. All members of the winning house will gain a double afternoon playtime on the Friday. A running total of points will be kept and displayed in the hall. Houses can gain additional points for their performance or conduct in events such as quizzes and house matches.

Whole School Reward System

- **Star of the week** Once a week, each class teacher chooses a child with outstanding behaviour/attitude to be the 'Star of the Week' and these children get a badge and certificate from the class teacher and a trophy for the week
- **Favourable comments, stickers and stamps are entered on pieces of work**
- Assemblies celebrate success of the children both in and out of school.
- Children's work and achievements are displayed as much as possible in the classroom and corridors of school
- HT/DHT visits classes daily to award stickers to children who have had a great day.
- Opportunities for giving children greater responsibility in school are fostered and encouraged such as eco, school council, play leaders, ICT masters.
- Praise and encouragement is given in and out of lessons as much as possible.
- Termly awards assemblies are completed to celebrate selected pupils who have achieved awards for a range of subject areas and Bridge Builders.

Attendance

Good attendance is seen as vital in our school. To encourage this, we offer a variety of rewards:

- Weekly attendance winners are rewarded with an extra 15 minute afternoon playtime and receive a certificate in celebration assembly to be displayed in class.
- Certificates for 100% attendance over a full term are awarded and one child from each class is drawn to receive a small prize from the pastoral manager.
- Attendance is regularly a focus in assembly.
- Gift vouchers and certificates are presented annually at the last assembly of the year for any children with 100% over the year.

Our school acknowledges all the efforts and achievements of children, both in and out of school. Classrooms display news in KS2 and KS1 and do news time when the children discuss these achievements. In celebration assembly on a Friday, these children explain to the school what they have done and show certificates, medals and trophies etc.

Sanctions:

We will apply the same sanctions with the children from Reception to Y6 and they will be applied when a child breaks a school rule. These will be monitored using the Behaviour Book:

1. First warning.
2. Second warning.
3. 5 minutes' break time missed.
4. All break time missed.
5. Isolation within class.
6. Sent to a Senior teacher and the Headteacher and parents are informed.
7. Sent to Headteacher.
8. If behaviour/quality of work does not improve following Stage 7, during the term the school will contact the parents via a letter or telephone call to discuss ways to resolve concerns. Parents will be invited to a meeting and asked to partake in behaviour monitoring; this could be report cards or Home/School Behaviour Book, with behaviour/work closely monitored by school and home.

9. If behaviour/quality of work does not improve following Stage 8 a further letter will be sent to parents requesting their attendance at a meeting with the class teacher and Headteacher, where an appropriate action plan will be put into place, which considers the use of external agencies. Parents will be informed that if a child reaches that stage again, they may be moved to Stage 10 of the policy-see Exclusion Appendix.

For really serious misbehaviour, children will be dealt with at a higher level on the sanctions list rather than starting at the beginning. If a child were to hit or kick another child or swear openly in class they would be sent straight to the Senior Teacher and parents would be informed. Were a child to racially abuse another child, be violent towards staff or completely refuse to comply with instructions they would be sent to the pastoral lead and the head teacher would arrange an interview with the parents immediately.

In exceptional circumstances, if behaviour is severe it may be necessary to move to the exclusion policy at an accelerated rate-see Appendices.

The rewards and sanctions stated above are applied throughout the school. We have amended the way we display them to ensure all neuro diversity and additional needs of pupils are met accordingly. This now shows a more positive attitude to pupils' behaviour whilst still following the sanctions when needed. If children have received sanctions this will be recorded in the Behaviour Book. We will still move children up for good behaviour and display it as:

- Ready to learn moving up to Great Day and Role Model.
- Below Ready to learn is a reminder of the sanctions. All negative behaviours will be recorded only in the Behaviour Book.

This new way of applying sanctions, especially for vulnerable children, will avoid emotional confrontation and further damage to self esteem that may already be fragile. In addition, we may need to amend the rules and sanctions creating a personalised provision plan for vulnerable children's needs.

Lack of PE Kit

Children are expected to complete a minimum of two hours physical activity through PE and Games lessons each week. Therefore, parents are notified for lack of PE and games kit in school on the given days. The 1st instance will be a note written home in the child's planner. If this happens for a second time, a phone call home will be made to establish the reason for the kit not being in school. The children who do not take part due to lack of kit will be expected to draw a picture diagram to represent the lesson (KS1) or answer specific questions based on the lesson (KS2).

Pupils with additional needs

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.

Marus Bridge support programmes include

- Pastoral Support Programme (PSP)
- Individual behaviour plan
- Behaviour modification programmes, including charts monitored by a named member of the SLT.
- EHC plan
- Support from outside agencies
- Reduced Timetable
- Fixed term exclusion
- Three Towers intervention
- Very serious breach of school rules, permanent exclusion

To ensure a smooth transition to the next year, 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.

Behaviour at lunchtime

Midday supervisors should reward excellent behaviour, manners and co-operation. They may use reward points, giving the child a reward point sticker to show their teacher. Good news should be fed back verbally to the teacher daily, allowing the teacher to reinforce and support impeccable behaviour at lunchtime.

Other lunchtime rewards are given in the form of a mini praise postcard, which will be stuck in the planners so that parents can see what the award has been given for. This is an instant reward so the child is recognised immediately for their positive behaviours.

A lunchtime raffle ticket will be given for healthy eating and good dining room manners. A raffle ticket gets the child a move up the stepping stone or five reward points depending on the key stage they are in. On a Friday these tickets are then drawn in assembly and the winner in each Key Stage is rewarded with a prize from the mid-day supervisor.

Lunchtime supervisors also follow the sanctions and also have a system of Yellow Cards. Please note that children who retaliate would be issued with a card too. As a school we cannot condone any aggressive behaviour at all. SLT will issue all yellow cards.

. Yellow cards must be issued for:

- Spitting
- Swearing openly (overheard by adult or verified by a group of children-caution needed on issuing cards based on hearsay)
- Repeated refusal to comply with a reasonable request
- Hitting or kicking another child
- Fighting
- Deliberately damaging property

Yellow cards follow this structure:

1. A first yellow card is issued by SLT, who will then contact parents/carers to explain the incident. This is recorded in 'Behaviour Proformas'. The teacher is informed by the duty member of SLT.
2. If a second yellow card is issued, within the same term, the child's class teacher will invite the parent/carer in for a meeting regarding the child's behaviour. A dinnertime report card will be put into operation to be signed daily by an SLT member and parents/carers. This will then be added into the file.
3. If a third yellow card is issued in the same term, the parent will be required to see the HT or DHT along with the class teacher. A dinnertime exclusion will be required.

There is a 'Clean slate' at the start of each term

Lunchtime supervisors also follow the sanctions as mentioned earlier in the policy. Lunchtime staff record any incidents on post it notes and speak to the class teachers at the end of the lunchtime session. The class teacher is then in charge of appropriately moving the child to the relevant stage on the behaviour system.

Discipline beyond the school gates

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school, will be dealt with as deemed necessary by the school and its SLT. This also includes bad behaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

As a result of any of these behaviours, a member of the SLT will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter.

Sanctions for the bad behaviour will follow those issued by the school for bad

behaviour during the school day. Parental support will be sought for sanctions which they are able to administered outside the school day.

Following any incident, the SLT in conjunction with the Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

Malicious allegations against staff

Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a clear priority. We will not automatically lead staff suspension on receipt of an allegation. A member of staff will only be suspended if there is no reasonable alternative.

Any allegations that are found to have been malicious will be removed from personnel records of the member of staff and any that are not substantiated, unfounded or malicious will not be referred to in employer references.

Any pupils that are found to have made malicious allegations will have an appropriate sanction applied, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). An appropriate sanction will be set in conjunction with parent's dependent of the level of seriousness of the allegation.

The procedure for reporting allegations is to report this to the Headteacher in the first instance. If he is unavailable report to the DHT (who is also safeguarding lead) or Chair of Governors. If appropriate, the local authority designated officer (LADO) may be informed and is responsible for providing advice and monitoring cases.

Use of Isolation area

Disruptive students and/or students on return from a fixed term exclusion can be placed in isolation away from other students for a limited period. This is usually outside the Headteachers office. Any child who is placed in isolation is under constant observation by an appropriately qualified person and if assistance is required someone, usually the Headteacher or a member of SLT is available.

Time out may also be issued as part of our sanctions, this is an agreed place where the child can go to calm down or have a minute before returning to the class without causing disruption.

Detention

Detention is not confined to outside school hours, as a school, depending on the behaviour displayed by a child, it may be necessary deduct minutes from a child's lunch or playtimes as a sanction. This will be used in line with the sanctions listed earlier in the policy.

This policy will be reviewed every two years.
All new members of staff must read, sign and be given the opportunity to discuss this policy as part of their induction.

The application of the policy will be monitored by the Local Governing Body.

Policy reviewed by all staff and written by Alison Atkinson and Michael Gaskill

Appendix

Right to search

School staff can search a pupil for any item if the pupil agrees.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in this policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as refusing to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

Headteachers and authorised staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older. Search should be carried out in the presence of a witness especially if the search is on a child of the opposite sex. The guidelines says, such a search will be carried out by a member of the same sex. Guidelines state:

A Headteacher or a member of staff authorised by the Headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

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

- any item to cause personal injury to, or damage to the property of, any person (including the pupil).
- and, any item banned by the school rules.

The ability to give consent may be influenced by the child's age or other factors, in this case you must speak to a member of the child's family before proceeding.

Confiscation

School staff can seize any prohibited item found as a result of a search.

For further information – refer to the DFE Searching, screening and confiscation policy

Drugs

No child should bring any drug including medication, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping and a medication application request form MUST be completed before any medicines will be administered. School will only administer medications prescribed by a GP. If your child throughout the day needs Calpol or other non-prescribed medication, a phone call to parents or guardians will be made first and a decision made jointly as to whether the parents come to administer or school staff are allowed to administer this. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult in school who has been on the administering medication training. The school will take very seriously misuse of any medication and/or substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished in line with the school sanctions. If illegal drugs or substances are found on a child, the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements

will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs.

Appropriate handling

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

This is a last resort; however, it is now lawful for staff to handle a pupil whose behaviour is threatening the safety of others or him/herself. Staff only intervene physically to control or restrain children to prevent injury to a child, or if a child is in danger of hurting themselves or others, or causing damage to the property of any person. The actions of staff will always be in the best interest of the child. Under no circumstances will physical force or restraint be used as a form of punishment. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School will only use force to control pupils and to restrain them when necessary. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Our school staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Exclusion

Exclusion of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. There are two types of exclusion-fixed term, which is temporary exclusion, and permanent exclusion. Only the Headteacher has the power to exclude a child from school. In a maintained school, 'head teacher' includes an acting head teacher by virtue of section 579(1) of the Education Act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teacher's absence or pending the appointment of a head teacher. This will not necessarily be the deputy head teacher: it will depend who is appointed to the role of acting head teacher. In an academy, 'principal' includes acting principal by virtue of regulation 21 of the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

They may exclude a child for one or more fixed period days and up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a child they inform the parents/guardians immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing

body. The school informs the parents how to make any such appeal. The Headteacher must put the details of the exclusion in writing within 24 hours.

The Headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

Staff CPD

Our staff are provided with training ongoing managing behaviour training, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. Regular behaviour learning walks will take place with the findings shared with staff. Staff are encouraged to speak to SLT if they require any advice or support regarding behaviour and rewards in our school.

Other policies that support the behaviour policy are:

- Anti-Bullying
- Equal Opportunities
- SEND
- Equality and Diversity
- British Values
- Safeguarding & Child Protection
- Teaching & Learning
- Attendance

COVID 19 SUMMER 2 - Appendix

New routines for pupils will be regularly and rigorously reinforced throughout every day.

In addition to the school rules children must

- Follow all routines as directed by the staff in school
- Use only the equipment that is provided to them
- Keep their workstation tidy
- Stay within their bubbles
- Wash their hands regularly

Children must not

- Share their equipment or touch the equipment of others
- Bring anything to school – other than their coat (hat if sunny), lunchbox and water bottle
- Leave their equipment in places where others could touch it

- Get too close to others
- Fail to wash hands before/after eating, after break and after coughing

There must be no coughing or spitting at or towards any other person in school. This rule also applies to pupils on their way to and from school.

As always, we will reinforce our rules through positive praise but will consistently impose sanctions when rules are broken. During the wider opening of schools' period and until protection measures have been lifted, the school will not issue certificates or other physical rewards.

Children are expected to follow these general principles to prevent spreading any respiratory virus:

- If you feel unwell, stay at home and don't attend school.
- Avoid close contact with people who are sick.
- Wash your hands often – with soap and water for at least 20 seconds, or an alcohol-based sanitiser if soap and water aren't available.
- Cover your cough or sneeze with a tissue, throw the tissue in a bin and then wash your hands - the 'catch it, bin it, kill it' approach.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Relevant posters will be displayed around school and staff will refer children to them as necessary.

In the event of a child refusing to adhere to the strict guidelines and/or whose actions cause staff and other children to feel vulnerable to catching the virus, parents will be informed and appropriate action taken.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

For children with and EHCP, the school will identify any reasonable adjustments that need to be made for pupils and this will be agreed with parents prior to their return to school.

Pastoral Support

The current circumstances have had an effect on everyone's wellbeing. The School's Pastoral Lead will not be assigned to a 'bubble' which will ensure they have the capacity to support pupils and parents should concerns regarding their mental health and well-being be raised.

Social isolation, reduced exercise and bereavement may affect children's wellbeing in this period. Resources to promote and support children and young people's mental wellbeing include:

- [MindEd educational resources for adults about children and young people's mental health](#) which is relevant for parents and carers as well as volunteers, teachers, and other professionals working with children
- [Every Mind Matters](#) which supports looking after your own and other's mental health
- [guidance on looking after wellbeing and mental health](#) during the coronavirus outbreak
- [guidance on supporting children's wellbeing and mental health](#)

All NHS mental health trusts are setting up 24/7 helplines and seeking to use digital and virtual channels to continue delivering support during the coronavirus outbreak.

This appendix to the Behaviour Policy should be read in conjunction with the relevant DFE guidance: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parentsand-carers>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-toprepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-othereducational-settings>

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