Behaviour policy and Statement of Behaviour Principles

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Contents

1. Aims……2
2. Legislation and statutory requirements 3
3. Definitions 3
4. Bullying and Child-on-Child Abuse 4
5. Roles and Responsibilities……..6
6. Pupil Code of Conduct ……6
7. Rewards and sanctions 7
8. Behaviour management....9
9. Pupil Transition……12
Appendix 1: Governors' Statement of Behaviour Principles 13
Appendix 2: Unacceptable behaviour in the classroom……15
Appendix 3: Covid-19 Addendum 16
Appendix 4: PATHS poster, Zones of Regulation and Emotion Coaching 18

"One of the major themes of the gospel is the unique value of individual human beings and their importance in the eyes of God. Within a Church school the basis on which human relationships are built will be this belief. Everyone in the school from the three-year-old just started in the nursery down to the Headteacher is a uniquely valuable human being, whom God loves. They are all entitled to the love and respect which that fact demands." - A Shared Vision by David Lankshear.

1. Aims

This policy aims to:

- Enable to creation of a safe environment in which all pupils can learn and reach their full potential
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Create a positive, encouraging atmosphere throughout the school
- Help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- Promote the development of pupil emotional regulation
- Have consistent and fair relationships between staff and pupils
- Work in harmony with the Governors' Statement of Behaviour Principles, having a shared vision for managing behaviour

To achieve these aims, our starting point must be to:

- Have mutual respect
- Encourage excellent behaviour and attitudes
- Have positive rules
- Promote equal opportunities
- Develop supportive relationships
- Understand and recognise emotions though a compassionate outlook.

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
- Keeping Children Safe in Education
- 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 must publish their behaviour policy online

This policy works in conjunction with the following school policies:

- Anti-Bullying Policy
- Equality Policy
- Health and Safety Policy
- Exclusions Policy
- Child Protection and Safeguarding Policy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, public spaces 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
- Sexual violence (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying and child-on-child abuse

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, 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

Further details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

Child-on-child Abuse can happen both inside and outside of school and online. It is most likely to include, but may not be limited to bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children; physical abuse; sexual violence and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals (further information is available in our Child Protection and Safeguarding Policy).

Acts of bullying and child-on-child abuse will be always be taken seriously and investigated thoroughly. Parents will be informed (both the victim and perpetrator). The school's Restorative Justice process will be followed at the school's leadership will determine the sanctions. All acts of this nature are reported to the Governing Body.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Body is responsible for reviewing and approving the written Statement of Behaviour Principles (Appendix 1).

The Governing Body will also review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness.

5.2 The headteacher

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (through the completion of Restorative Justice forms with pupils, then recorded on the school's online management system: CPOMS)

The senior leadership team will support staff in responding to behaviour incidents and will ensure new staff receive a comprehensive induction to our behaviour principles and policy; all staff will receive regular training on behaviour.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

As in every community and in line with British Values and the 'Rule of Law', it is necessary to have some rules. We try to help the children to understand the reason behind them and to contribute to the classroom charter.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school. Children should walk around the school, not run.
- Treat the school buildings and school property with respect
- Wear the correct uniform smartly at all times
- Jewellery (with the exception of stud earrings), high heels, open-toed sandals should not be worn to school. If a watch is worn to school, the child remains responsible for it.
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Children may not leave the school grounds during school hours unless written permission is provided by the parent or guardian
- PE apparatus must not be used without a member of staff present
- Chewing gum is not allowed on the premises or eating/bringing in food not agreed in the school's Healthy Eating snacks list.
- Excessive amounts of money and valuable possessions must not be brought to school. Any essential money should be given to the class teacher for safe keeping until the end of the school day.
- If mobile phones are brought to school, they must be given to the class teacher upon arrival to class for safe storage; their use on school premises is not permitted.

These rules pick out some of the key points from the information given in various related documents, in particular:

- St Mary's School Uniform Policy
- St Mary's School Health and Safety Policy
- Our classroom charters

7. Rewards and sanctions

It is important at St Mary's that we find a balance between rewards and sanctions. Whilst pupils should face sanctions for unacceptable behaviour, they should also be incentivised and rewarded for good behaviour and attitudes.

7.1 Rewards

Positive behaviour may be rewarded with:

- Words of encouragement and praise
- A smile
- Phone calls home to parents
- Special responsibilities/privileges
- Sharing the work/behaviour/attitude with class
- Being recognised at Celebration Assembly linked to the school values
- Awarding certificates in Class Worship linked to our school vision
- Achievement stickers
- Postcards home from the Headteacher/Deputy Headteacher
- House points
- Showing achievement (work/behaviour) to Headteacher or Deputy or another member of staff
- Occasional use of stickers.
- Good to Be Green reward system

7.2 Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour. Sanctions must be fair and consistent. Sanctions include:

- A discussion with class teacher
- Time out of a situation
- Use of 'Good to Be Green' card system using warning, yellow and red cards
- In the event of a yellow card, playtime will be lost so that a Restorative Justice form can be completed to help the child reflect on their actions and a card will go home for parents to sign and return
- In the event of a red card, playtime will be lost, a Restorative Justice form will be completed to help the child reflect on their actions and parents will be called. (Copies of Restorative Justice forms will go to the Deputy Headteacher.)
- Withdrawal of privileges e.g. jobs/monitors, playtimes.
- Collegial support by temporary placement in another class for a short time
- A discussion with Headteacher, Deputy or member of SLT
- Parents invited into school if unacceptable behaviour continues
- Internal exclusion
- Temporary exclusion
- Exclusions will only be used as a last resort sanction and will follow our Exclusion Policy.

See Appendix 2 for further examples and detail of unacceptable behaviour and actions that may be taken.

7.3 Off-site behaviour

Any incidents brought to the school's attention where pupils are not meeting the expectations outlined in this policy will be addressed by the school in collaboration with parents/carers. Additionally, any incidents of positive behaviour will be celebrated. Sanctions may be applied where a pupil has misbehaved off-site.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

8. Behaviour management

8.1 Classroom management

School leaders, teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and around school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Offer a curriculum relevant to each child and accessible to pupils of all abilities
- Apply attachment aware and emotion coaching approaches in everyday practice, with a particular focus on the central principles of empathy, connection, atonement, trust and co-regulation
- Use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that parents follow the PATHS programme to support behaviour at home in line with our PSHE lessons (see Appendix 4 for examples).
- Teach children to respect equipment, property, animals and plants
- Positively reinforce excellent behaviour (see rewards)
- Utilise specific classroom job monitors
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

They will positively discourage:

- Name calling (N.B. racism and sexism - Equalities Policy).
- Play weapons
- Play fights
- Retaliation
- Any form of physical or verbal aggression (e.g. pinching, hitting)
- Any behaviour which causes distress
- Biting and kicking
- Inappropriate language

8.2 Reasonable Force

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

What is 'reasonable force'?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or to restrict movement. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restricted to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrict them. 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). Restricting 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.

School staff should 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. If staff are required to use physical restraint, a Behaviour is completed using the school's internal management system and shared with the Headteacher.

Who can use 'reasonable force'?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people who the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can 'reasonable force' be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so and who poses a threat/danger to either themselves or others;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

What adjustments are made for SEND pupils when using reasonable force?

Use of reasonable force must still be exerted when managing SEND pupils if they exhibit dangerous or dysregulated behaviours that are a risk to themselves, others or school property; however, SEND

pupils' cognitive understanding will always be considered when applying reasonable force so that wherever possible, they are not distressed.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Relevant staff will receive reasonable force and restricting training.

8.3 Persistent behavioural difficulties *(Principles 2 and 3)*

The teacher will discuss any behavioural difficulties with the Headteacher, Deputy Headteacher or the SENCo. This may initially be for advice and support. It may lead to discussions with the parents and to discussions with outside agencies if further support is needed. This referral could be to the Educational Welfare Officer (EWO), Social Worker or Educational Psychologist (EP) depending on the particular need (Appendix 2 gives guidance on how staff may deal with unacceptable behaviour in the classroom and during lunch and playtimes).

See also the St Mary's Child Protection Policy when considering this policy and its implications.

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Children with Special Educational Needs or Disabilities / Social Emotional and Mental Health 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.

We are an attachment-aware school, which means we focus on building positive relationships between children and staff to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils self-regulate their own emotions and behaviour. Through this we actively encourage reflective thinking and help pupils to understand their own emotions and feelings in order to make positive choices. Underpinning our behaviour policy is the belief that exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

The class teacher and teaching assistant should be given all the background information about each SEND child by the Headteacher and the SENCo. This knowledge enables the teacher to understand the child's needs and the possible reasons for challenging behaviour. It is this understanding which enables the teacher to interact with the child with a sensitive, consistent and considered approach and enables the child to feel secure and valued.

It is important for all staff in the school to be aware of, and support, a child with a disability or special educational need. This information may be shared at a staff meeting (teaching staff), or at meetings of non-teaching staff and of SMSAs. The involvement of the teaching assistants and SMSAs is particularly important as these staff are with the children for considerable periods of the day and can offer a sensitive and sympathetic approach allowing the children to confide in them. They may observe relationship problems which do not always reveal themselves in the classroom.

If a pupil needs to be removed from a room or situation, this will have a positive emphasis and will focus on re-establishing a calm state and re-connecting with key adults. Engagement with external agencies will also be sought, and if possible, the child will be supported by SENCo, SLT and Child and Families Well-being Practitioner.

By applying the principles of Emotion Coaching (Appendix 4) and the Attachment Aware Approach, we can together foster an inclusive approach and together achieve better outcomes around pupil attainment and well-being for all pupils and staff.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

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.

Equalities Statement

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practice

APPENDIX 1

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Under the Education and Inspections Act 2006, the Governing Body is charged with the duty of establishing a written statement of behaviour principles, the purpose of which is to give guidance to the Head Teacher in drawing up the Behaviour Policy. The statement aims to underpin the governors' duty of care to pupils and employees, and create an environment which supports the school's motto - 'we will try', and vision - 'Growing and learning together to be our best, inspired by Jesus' love'.

This Statement will be reviewed annually.

Principles

1. **The right to feel safe at all times:** All stakeholders (pupils, staff[1], parents, governors and visitors) have the right to feel safe at all times when on school premises. Bullying, harassment or discrimination of any description is unacceptable and, even if it occurs away from school premises, will be dealt with according to the Behaviour, Anti-Bullying, Safeguarding and Equality policies, as appropriate.

2. **High standards of behaviour:** High standards of behaviour are essential for a successful school and for achieving the school's vision. Meeting high standards of behaviour during the school day will have a positive effect on the lives of the pupils outside of school, encouraging them to become valuable members of the wider community.

3. **Non-negotiables**: The school Behaviour Policy should reflect the key behaviours that will not be tolerated and that these are consistently applied by all staff and understood by all children, whilst recognising the varying needs of all pupils.

4. **Inclusivity and Equality**: St Mary's CofE Primary School is an inclusive school where all members of the school community (and stakeholders) should be free from discrimination of any description. Measures to educate and protect the pupils should be set out in the Behaviour, Anti-Bullying, Safeguarding and Equality policies. All school policies should include a paragraph about inclusivity and equality and how these matters apply to the specific policy.

5. **Rewards and Sanctions**: The Behaviour Policy should set out a range of clearly defined rewards and sanctions that promote good behaviour and discourage unacceptable behaviour. The Policy must make clear how and when rewards and sanctions, including all and any exclusions, will be applied. Permanent exclusions must only be used as a last resort. Both rewards and sanctions should be applied consistently, fairly, proportionally and reasonably, taking into account special educational needs, disability and the vulnerability of pupil(s), offering support where appropriate. When applying sanctions, staff should take account of the school motto (we will try) and consider the intention as well as the outcome.

6. **Parent Conduct**: Violence, threatening behaviour or abuse by parents towards school staff will not be tolerated (whether physical, verbal or on social media platforms) and the relevant policies will set out the school's response to such actions.

7. **The Use of Reasonable Force**: The Behaviour Policy and related policies should define 'reasonable force' and clearly set out the circumstances in which staff and others with

[1] The word 'staff' refers to all employed staff - teaching, support, administration and SMSAs

authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or the school premises. Staff should be given advice on de-escalation and behaviour management techniques.

8. **Discipline outside of school**: The Behaviour Policy will set out the school's response to any non-criminal behaviour that is witnessed by a member of staff or is reported to the school.

APPENDIX 2

Unacceptable behaviour in the classroom

This may be:

- Disobedience.
- Rudeness/impoliteness.
- Name-calling.
- Inappropriate language.
- Persistent disruption to others.
- Refusal to work.

Action taken:

- Discussion with the teacher.
- Warning from the teacher, using the "good to be green" card system (inc. yellow and red cards)
- Moving the pupil to another part of the classroom.
- Withdrawal of privileges e.g. jobs/monitors/playtimes.
- Removing the pupil to another room for time out with a TA.
- Sending him/her to another class as the teacher feels appropriate e.g. could be an older year group or younger.
- Send to Deputy Headteacher who will take the responsibility for further action.
- If the offence is severe, the child should be sent directly to the Headteacher. If the Head is on one of the other sites, he/she will be called. If the Head is unavailable, a member of the SLT, or if no SLT member is available a TLR Leader, will deal with the offence.
- No child should be sent to sit outside the classroom unattended.
- Any action from the teacher must be communicated to the Headteacher.
- The Head will advise on contacting parents; this may include sending a consequence letter home or inviting the parent(s) in to discuss the matter.
- The Head will treat each case individually and decide upon what action will be taken. Any decision to exclude may be taken by the Head only and will be subject to the school's Exclusion Policy.
- Members of the SLT will communicate to relevant staff any incidents they have dealt with.

Unacceptable behaviour during break times and lunch-times

This may be:

- Disobedience.
- Rudeness/impoliteness.
- Name-calling.
- Inappropriate language.
- Fighting.

If there is a serious incident, children who misbehave at play time may be sent into school. Staff and SMSAs should report such incidents to the Senior Leadership Team who will deal with the offender/offenders. If all three members of the team are off site, then the SMSA should report to the class teacher who will take the action they feel is necessary until a member of the SLT can deal with the situation.

APPENDIX 3

Behaviour Policy Covid-19 Addendum

At St Mary's CE Primary School we aim to maintain a secure, caring and stimulating environment in which pupils 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 Anti-Bullying Policy and Acceptable use and E-Safety Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school

Pupils may be asked to keep to bubbles depending on the national, local or school situation. They may be asked to arrive and depart at different times and from different locations to other children and/or bubbles. This is the school's decision and must be respected and adhered to by both children and parents to ensure the safety of all.

Hand washing and Hygiene

Pupils will be expected to follow all hand washing and hygiene routines while in school. Pupils 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 pupils 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. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Pupils may be asked to keep a distance from peers and adults; however, we understand this may not always be possible.

Break and Lunch Times

Pupils may be asked to use a designated place to play during break and lunch times if bubbles are introduced – marked zones will be in place. Pupils will be expected to remain in their zones at all times. Each bubble will have their own box of play resources.

Rewards

Teachers and support staff welcome opportunities to praise individuals for good work, attitude or good behaviour. Above all praise and encouragement should be used as much as possible. The school's Good to be Green system will continue to achieve this alongside recognising when our Christian Values are exhibited. Walking through school to show work to the Headteacher or other adults for acknowledgement and praise during this time will not be permitted. This will extend to those working from home.

Behaviour in school

The school's behavioural systems will continue to be used. If a pupil's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles 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 pupil 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.

Returning to school behavioural challenges

The school acknowledges that pupils 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, pupils 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

The school has planned in learning activities and sessions to support the process of returning to school and dealing with a range of different personal circumstances to ensure transition is as smooth as possible.

Pupils with Special Educational Needs

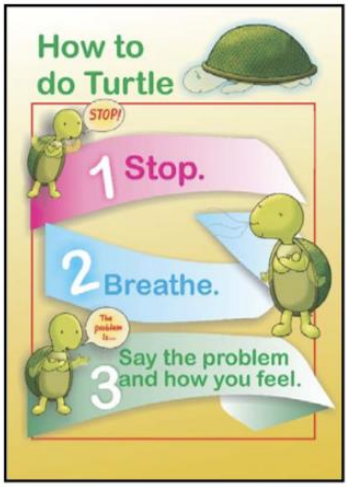
For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. We understand socially distancing may be more difficult for some pupils with SEND.

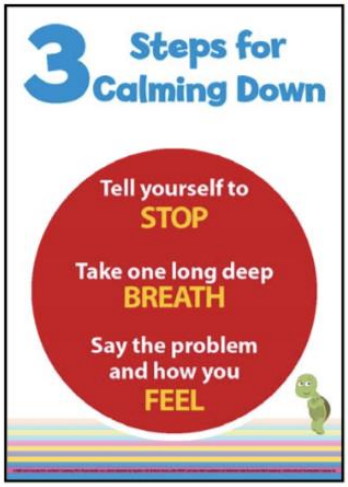
School recognises that behaviour could be a sign that for some individual pupils there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the pupil and use ***reasonable endeavours*** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

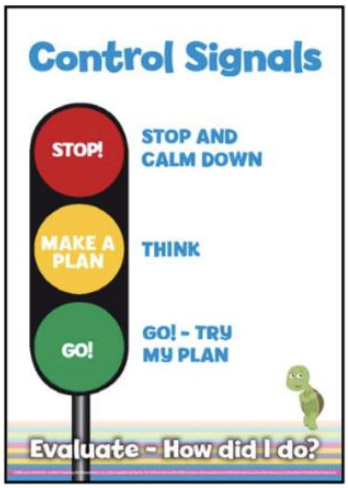
Pupils working from home

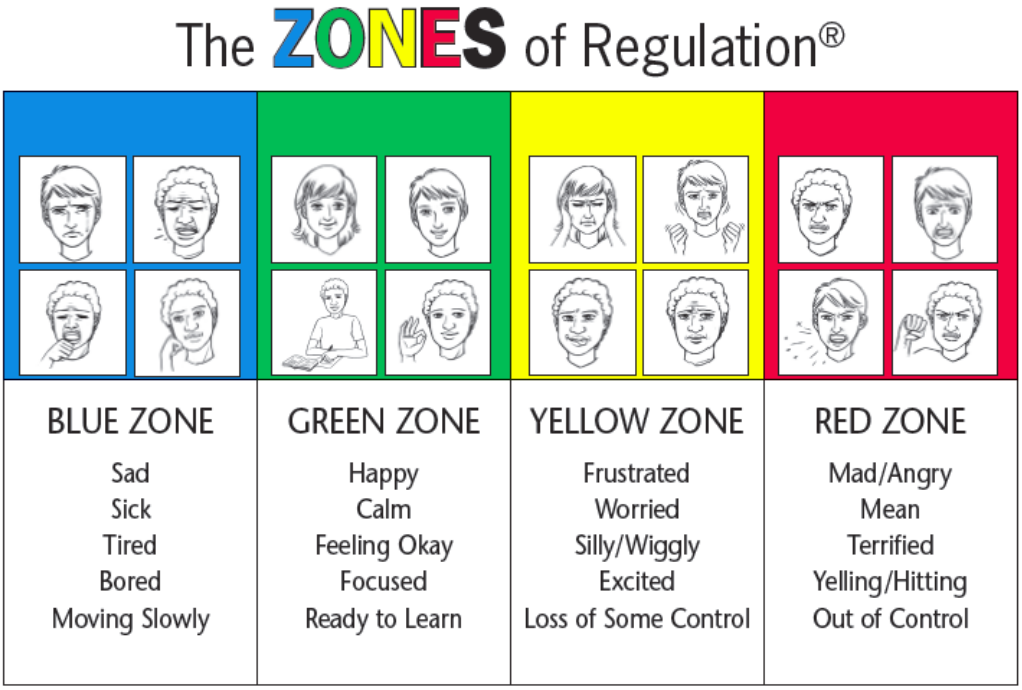
If interacting with staff online, pupils should always be kind and respectful. Parents have been reminded of the importance of monitoring their child's online activities being mindful of E-safety. Parents have been directed to the school website's E-safety pages for further information and support. Teachers will be vigilant in monitoring their learning platforms for any unusual behaviour and act on it if necessary.

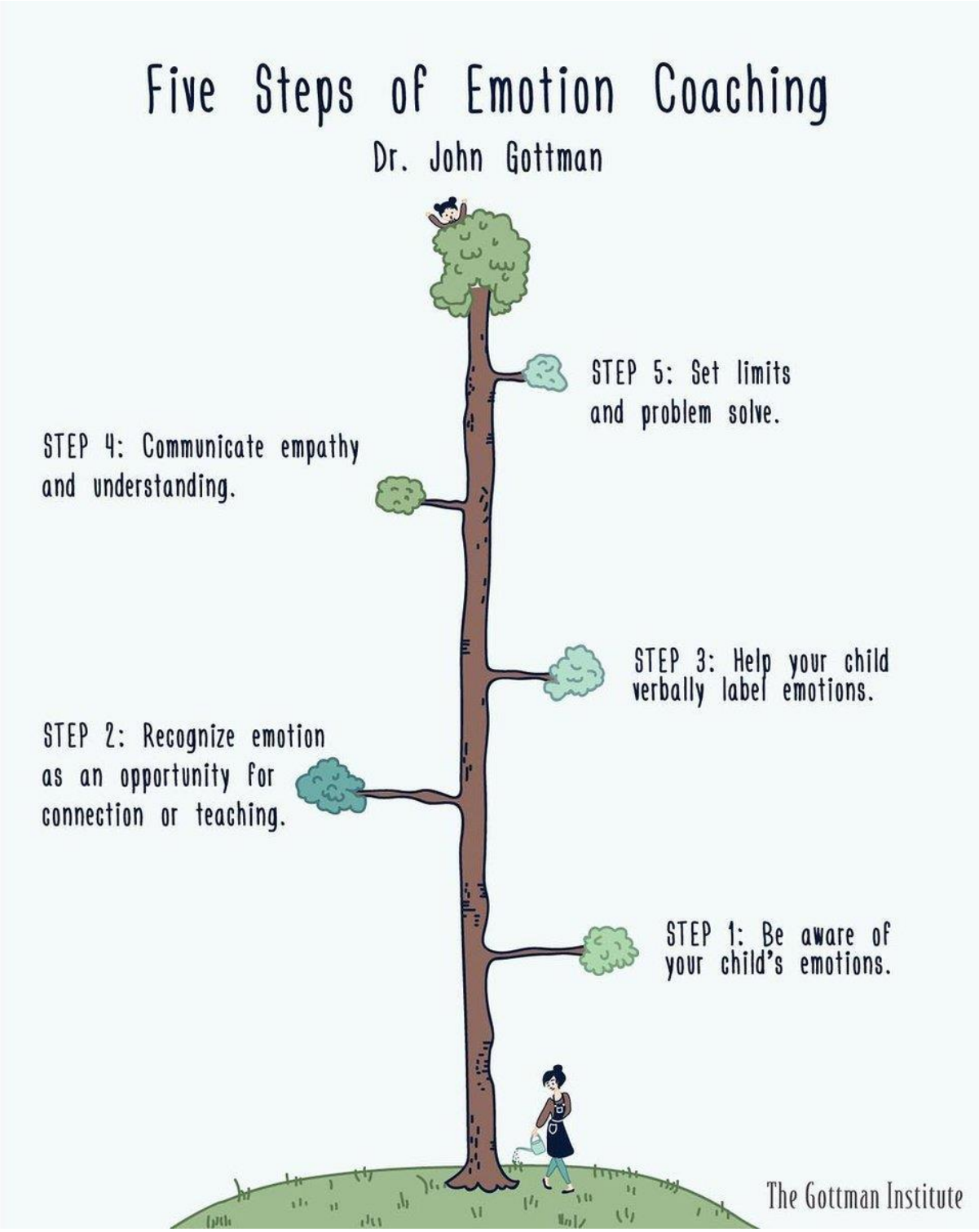
APPENDIX 4: PATHS poster, Zones of Regulation and Emotion Coaching










Five Steps of Emotion Coaching
Dr. John Gottman
STEP 5: Set limits and problem solve.
STEP 4: Communicate empathy and understanding.
STEP 3: Help your child verbally label emotions.
STEP 2: Recognize emotion as an opportunity for connection or teaching.
STEP 1: Be aware of your child's emotions.
The Gottman Institute