



Moorfield Primary School

Vibrant Loving Proud

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

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Approval Date	September 2020
Reviewed	Annually
First Version	May 2010
Version	11

Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

Overview

Good behaviour is central to all we do at Moorfield Primary School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of school life. The purpose of this document is to establish what constitutes appropriate behaviour and to make clear the strategies that the school uses to ensure that those expectations are achieved. In consultation with children, staff and parents/carers we aim to establish a system of rules, rewards and sanctions at the centre of which safeguards each child's right to learn undisturbed by disruptive behaviour and to nurture the children's sense of responsibility for each other, their school and the wider community.

1. Objectives

This policy sets out a whole school approach to behaviour management through promoting positive behaviour and establishing a clear and consistent framework for dealing with inappropriate behaviour. It acknowledges the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Aims

- To establish an ethos within school where positive behaviour is promoted and unacceptable behaviour dealt with firmly and consistently thereby securing a learning climate where effective teaching and learning can take place.
- To encourage pupils to be partners in their own development, including in their good behaviour.
- To set out a framework for a whole school approach to promoting positive behaviour.
- Define what we consider to be unacceptable behaviour, including bullying
- 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
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.

Governor's Statement of Behaviour Principles

We believe that:

- good behaviour is essential to ensure all pupils feel safe, learn to the best of their ability and develop an understanding of the core British value of accepting personal and social responsibility;
- positive reinforcement of good behaviour is fundamental to cultivating good behaviour within school;
- making mistakes is a normal part of growing up, and everyone can learn from the mistakes they make;
- there is always a choice, and always a way to make amends;
- fair and clearly stated consequences will follow from the actions chosen.
- Adults should reprimand behaviour, not the child.

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

- DfE update 7th September 2020 DfE Guidance for the full opening (Covid 19)
Please note additional information is provided in Annex A to reflect the particular context of the Coronavirus (Covid19) Act 2020
Annex A refers to the specific DfE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.
Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

3. Definitions

Unacceptable Behaviour is defined as:

- ☐ Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ☐ Non-completion of classwork or homework
- ☐ Poor attitude
- ☐ Persistent incorrect uniform
- ☐ Non-compliance with the school rules

Serious unacceptable behaviour is defined as:

- ☐ Violence towards any member of our school community
- ☐ Repeated breaches of the school rules
- ☐ Any form of bullying
- ☐ Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- ☐ Vandalism
- ☐ Theft
- ☐ Smoking
- ☐ 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

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 performance, 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, which can be found on the school's website.

5. Roles and responsibilities

Governors:

Governors must formulate an agreed set of principles by which behaviour should be managed in the school and must review this regularly (see introduction above). They have a duty to ensure that parents/carers are aware of the behaviour policy, are told about it annually, and that it is available both on the website and as a paper copy if requested.

They are responsible for holding the Head teacher to account for the behaviour of pupils in the school.

The Head teacher and the Senior Leadership Team:

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The head teacher will also approve this policy.

The head teacher 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.

All leaders will:

- Have a strategic overview of the behaviour system and must lead the development of policy within school to secure and promote positive behaviour and deal with inappropriate behaviour;
- Ensure that all members of staff are introduced to the behaviour policy;
- Monitor implementation of the policy, review its impact and address issues that arise, offering appropriate support to members of staff who need to improve their practice;
- Support and offer advice to other staff members in dealing with challenging behaviour and developing strategies to deal with this.

Staff:

All adults who work in the school have a responsibility to implement the behaviour policy and to deal with inappropriate behaviour in all parts of the school and grounds. All members of staff should follow the behaviour system, which is informed by the behaviour poster of the stepped process. Any member of staff dealing with a behaviour incident should ensure that the class teacher is made aware of the incident at the earliest possible opportunity. They must also contribute to the positive learning environment and ethos in school using the whole school approaches to recognising and rewarding good behaviour.

Pupils:

Pupils have a responsibility to follow the school rules : Ready Respectful Safe

- ☒ Pupils behave in an orderly and self-controlled way.
- ☒ Show respect to members of staff and each other and accept sanctions when given.
- ☒ In their classrooms, they make it possible for all pupils to learn.
- ☒ Wear the correct uniform at all times
- ☒ Refrain from behaving in a way that brings the school into disrepute, including when outside school.

All children know how the behaviour system works, and can recognise the consequences for making inappropriate choices.

Parents/carers:

We endeavour to inform parents/carers about behaviour issues that may arise in school .

Low Level Incidents: pupils are always given a chance to make the right choice. Parents/carers will be informed if a pupil continues to make poor choices.

Medium Level Incidents: Parents/carers will be informed of these incidents High

Level incident: Parents/carers will be informed immediately.

This is discussed further in the rewards and sanctions section.

6. Guidelines for behaviour in school

1. At the beginning of the school year, each teacher will discuss the school rules: Ready

Respectful

Safe

and agree upon a set of 5 or 6 age appropriate classroom rules which apply to each category These rules will be displayed prominently in the classroom and are referred to every day. Rules are positive rather than negative. E.g. “talk quietly” rather than “do not shout”.

2. The school rules will be promoted at all times by staff and learners and will be visible in classes and around school.
3. It is the responsibility of the class teacher to ensure that all teaching assistants and supply teachers are made aware of the classroom rules.
4. All will be taught to treat others well and their behaviour will reflect this.
5. All staff will set and expect high standards of behaviour both in lessons and at all other times when they are with children. Each member of staff is held to be responsible for the good behaviour of the children in their care. irrespective of whether the child is part of their class.
6. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
7. Rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour. They will also be displayed in all classrooms and around school.
8. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the head teacher or SENCo who will help to agree an appropriate strategy of support.
9. The class teacher will involve parents/carers at an early stage where a learner is experiencing problems with behaviour.
10. When there is a serious problem with a learner’s behaviour, the headteacher /SENco will, where appropriate, involve outside agencies.

Behaviours

The following behaviours and routines will be promoted and modelled by all teachers, at all times.

- All adults will refer to the school rules- Read, Respectful, Safe- on a daily basis
- Everybody will use the 5, 4, 3, 2, 1 (whilst raising hand in the air) signal to get children’s attention wherever they are and whatever is happening.
- Smooth transitions at the start of the day and after playtimes and lunchtimes are promoted. A range of activities could be used at these points but the purpose is to get the children focused on learning straight away.eg maths tasks /reading/ handwriting /corrections.
- Teachers will plan at least one circle time per week which can be used to proactively address any behaviour concerns or issues. A handbook of ideas is available.
- To encourage children not to shout out, teachers will use the following model; ‘Put your hand up and tell me...’ As this is said, the teacher will put his/her hand up in order to model and reinforce the expected behaviour.
- RIP (reprimand in private) and PIP (praise in public) should be embedded in our practice.
- Specific, descriptive praise should be used e.g. . ‘That’s really good– you haveor ‘Well doneyou followed the instruction first time.’
- Specific instructions for behaviour need to be used EG. ‘I want you to put your pens down and look at me.’

- Teachers should speak in an assertive manner using their adult voice. Patronising or babyish voices should not be used.
- Basic table/classroom resources need to be checked regularly to ensure they are fully working and functional (e.g. Pencils should be sharp and whiteboard pens working). Water bottles should be kept at the back of the classroom in the sink area and used by the children at the start and end of each break. This will avoid unnecessary disruption during lesson time.
- When children try to disrupt teaching e.g. tell-taling / interrupting the teacher should not engage with the child but instead write the child's initials on the board and follow up at the end of the lesson.
- Movement around the classroom during teaching and learning time should be minimal (except in Foundation Stage). Teachers should have an agreed strategy that children use to let teachers know if they are finished and should not be seen going to teachers with their work. Hands up should be used if a child needs to leave their work place.

7. Rewards and Sanctions

Rewards

We strive to 'catch pupils at their best/or better'. At Moorfield, we promote positive behaviour by using a system of rewards which include:

- Praise from adults
- All children having the opportunity to receive merits(dojos) to reward positive behaviour, kindness, respect, hard work etc. 25 dojos – bronze star, 50 dojos-silver star 100 dojos- gold star.
- Star of the day (individual class reward)
- Star of the week –certificate given by class teacher on a Friday
- Head teachers merit- Golden box
- Letters to parents/carers from the Head teacher
- Post cards sent home
- Phone calls and text messages home.
- Extra playtime

Sanctions

There are very clear sanctions, which are laid out in our behaviour steps, for pupils choosing certain behaviour. We use a hierarchy of sanctions to help to discourage children from behaving in unacceptable ways. For them to be effective, they must be followed consistently by everyone:

All teachers have a confidential diary in their classrooms which is used for recording rewards and sanctions If a teacher notices that a child is regularly being sanctioned, s/he may discuss the matter with the head teacher.

NB All staff will operate in accordance with school protocols around social distancing and maintaining bubbles in step 1-6 in line with Covid 19 DFE guidance

Step
1

Give a verbal warning

- This is where a member of staff deals with low-level disruption. If unacceptable behaviour occurs the adult should use a range of normal classroom management strategies such as polite requests, refocus and distract, recognising good behaviour.
- The member of staff will explain why the behaviour is unacceptable and what rule has been broken and suggest ways the child could modify their behaviour Children choosing not to engage or follow instructions will be given firm messages. EG. '... if you choose not to sit on the carpet then you will lose 1 minute of your break time. I will give you 30 seconds to make the right choice.' This message would be repeated again if necessary so

	<p>the child understands that it is their choice and there will be consequences. Where possible, teachers should avoid trying to coax/persuade children to do as they are asked. It should be firm and assertive.</p> <ul style="list-style-type: none"> • .A visual representation of the warning through the use of a traffic light system: red, amber, green, silver is displayed in each classroom (EYFS sun and cloud). Each child begins each new day on green and can be moved up or down during a day. If a child moves to red they spend a playtime in the reflection room.
Step 2	<p>Give a final verbal warning -</p> <ul style="list-style-type: none"> • If the child continues to break the school rules and the first warning did not produce the desired outcome, the child is moved away to another area of the classroom.
Step 3	<p>Time out of class</p> <ul style="list-style-type: none"> • If the child continues to break the school rules or behaviour escalates in spite of the child being moved on the traffic light system then the child is asked to go to another classroom for a reasonable period of time. They take with them prepared work. Children will normally be sent to the next class up if that is convenient. Removing a child should be done swiftly with as little disruption to the lesson as possible. Common sense must prevail over this arrangement depending on circumstances within each class. • The sanction will be recorded by the teacher in the class behaviour book • Following time spent out of the classroom the child has a 15-minute loss of their own time during the next break.
Step 4	<p>Reflection room</p> <ul style="list-style-type: none"> • If the child continues to break the school rules, disrupting their learning and the learning of others or has been moved to red on the traffic light system the child spends a playtime in the reflection room. This is recorded in the whole school reflection book. • When a child is 'paying back' time in the reflection room during break time, the supervising teacher will not engage in conversation but will focus on a task. The child will complete his/her work or sit quietly. • Four sessions in the reflection room in a half term period results in a letter home. • After two letters home in one half term, the child's parents/carers are asked to come into school and speak with the class teacher. • If the child continues to be sent to the reflection room parents/carers will be invited into school for a discussion with the head teacher. • For some children alternative behaviour systems may be needed. This will be set in accordance with the needs of the child.
Step 5	<p>Time out With the head teacher</p> <ul style="list-style-type: none"> • If the child continues to break the school rules, disrupting their learning and the learning of others they will be taken to the head teacher • Taking a child to the head teacher will be recorded by the child's class teacher in their class behaviour book • The head teacher will discuss the behaviour briefly with the adult. The child will then complete any work missed with the head teacher to refocus on their work or reflect and calm down. • This should be for no more than remainder of the session i.e. until break time, lunchtime or end of school. • If behaviour improves, the child will return to class for the beginning of the next session. If not, or if the child refuses, move to STEP 5. • Following time spent with the head teacher the child will miss 15minutes of the next break.

Step 6	<p>Exclusion</p> <ul style="list-style-type: none"> • In the final instance, the child’s parents/carers may be contacted and if necessary a period of exclusion may follow. (Appendix 1 Exclusion is an extreme sanction and is only administered by the Head teacher. • Exclusion, whether for a fixed term or permanent may be used for any unacceptable conduct as outlined in the behaviour policy
	<p>Additional information</p> <ul style="list-style-type: none"> • NB in the case of a child not completing work tasks due to poor concentration or lack of effort, then it is usually more effective to keep the child behind at playtime or lunchtime to complete the task rather than send them to the reflection room. • Play/lunchtimes times- The agreed consequences are: Closer supervision at playtimes which might involve walking with the adult on duty for 5 minutes (particularly with younger children). Standing away from the situation for a set time (e.g. 5 minutes). Reflection room- loss of playtime under supervision

In the case of more serious breaches of this policy, we reserve the right to ‘miss out’ steps on the sanctions ladder and move to a higher step.

For those children who regularly reach step 4 and 5

Behaviour Plan

In the first instance, a behaviour pathway will be initiated.

- Parents/carers asked to meet with the class teacher, SENCO or another member of the Senior Leadership Team.
- Formal, clear and realistic targets for behaviour set in a ‘Behaviour Plan’, which the child must uphold in order to remain in school (maximum of three targets).
- Behaviour Plan to last a minimum of two weeks/a maximum of 6 weeks and reviewed weekly.
- Alternative strategies put in place and/or refer to multi agencies e.g. Behaviour Support or Educational Psychologist.
- Regular feedback to parents/carers.
- Clearly explain to both parent/carer and child that unless these targets are met, the child would be at risk of internal exclusion or fixed term exclusion.
- If behaviour improves, the Behaviour Plan will be removed.

Serious incidents

There are some types of behaviour that will need to by-pass the sanctions above and be reported straight away to the Head teacher. Examples of this might include extremely violent behaviour, damage to school property or use of aggressive or foul language. Serious incidents will be treated on an individual basis and the circumstances investigated. In exceptional circumstances, exclusion may be considered for a first or ‘one off’ offence. This sanction is used when the head teacher feels the situation merits it and is carried out in accordance with Halton LA Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

Exclusions

Moorfield Primary School follows the guidance from the DfE '*Exclusion from maintained schools, Academies and pupil referral units in England, 2012*'.

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy.
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Head teacher. Exclusion, whether for a fixed term or permanent may be used for any unacceptable conduct as outlined in the behaviour policy; particularly those, which are:

- ☒ High level incidents
- ☒ Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

At times the Head teacher will decide not to use the extreme sanction of an exclusion but will decide that a Support Plan should be drawn up to try to avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration. The DfE regulations allow the Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination. The Governors have established arrangements to review fixed term exclusions, which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations. Following exclusion, parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Governing Body and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During the course of a fixed term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers/guardians. Parents/carers are expected to ensure that their child is gainfully occupied (not gaming or using the internet for leisure purposes) and that the child is not in a public place during school hours

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- Parents/carers, Chair of Governors and Local Authority informed by letter.
- Governing Body Committee, comprising at least three governors, meet and consider all representations and reports (parents/carers and child may attend).
- Governing Body Committee either re-instate or uphold exclusion.

- Parents/carers notified of right to appeal.
- If appeal is successful, re-instated child stays on a Behaviour Plan for the maximum 12 weeks.
- If appeal is unsuccessful, remove child from school roll.
- Records relating to exclusions will be stored confidentially.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

The head teacher will act in accordance with Local Authority's Exclusion Guidelines. Including any amendments in place as a result of the Coronavirus (Covid 19) national guidance.

Screening, searching and confiscation

We follow the DfE guidelines, which give the legal right to search and confiscate items. We reserve the right to search without consent for items, which are prohibited (see DfE guidance: '*Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies*' February 2014). In addition to the items laid out in the DfE Document above, the following items can be searched for:

- Mobile phones, tablets, gaming devices or computers
- Cameras or other recording devices
- Chewing gum, fizzy drinks or other food items which do not form part of a packed lunch or morning snack
- Items which have gone missing during the school day
- Any item of school property

Misbehaviour outside school

Recent guidance from the DfE (Behaviour and discipline in schools: Advice for head teachers and school staff, February 2014; p9) states, "Teachers have the power to discipline pupils for misbehaving outside of the school premises." This includes:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - 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.

If misbehaviour is brought to our attention, we will follow the behaviour systems set out in this policy and those associated with it (see below). Parents/carers will always be informed of these investigations/incidents.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy on the school website for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In line with the government's policy on the use of reasonable force and physical restraint in schools, it is sometimes necessary for staff to use reasonable force to restrain pupils. These circumstances are listed below:

- A child causing disorder
- A child hurting themselves or others
- A child damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Staff have the right to use reasonable force regardless of whether they have received training in this area or not and may be in breach of their duty of care if the circumstances warrant reasonable force and they do not act.

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/carers to create the plan and review it on a regular basis.

8. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9.Training

Our staff is provided with relevant training on managing behaviour. Behaviour management will also form part of continuing professional development. On induction, staff go through the behaviour policy and school protocols with a senior member of staff.

10. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and full governing body on a termly basis. At each review, the policy will be approved by the head teacher.

On a half-termly basis, the pastoral team will monitor the matrix to identify emerging trends in individual classes, year groups and key stages. This information will form a report to be shared with the governing body.

The written statement of behaviour principles will be reviewed and approved by the full governing body.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

Supporting Documentation

- Behaviour and discipline in schools: Advice for Head teachers and school staff (January 2016)
- Education & Inspections Act (2006)
- Use of Reasonable Force, DfE (July 2013)
- Human Rights Act 1998
- Rights of the Child 1989
- Working Together to Keep Children Safe (2018)
- Keeping Children Safe in Education; Statutory guidance for schools and colleges (2018)
- What to do if you're worried a child is being abused (2015)
- DfE Exclusions from maintained schools, Academies and pupil referral units in England 2012
- Supporting School Improvement; Emotional and Behavioural Difficulties, QCA (2001)
- Whistleblowing Policy

Appendix A –Covid 19 Addendum

Please note that the information below reflects the DFE Guidance of May 2020 – and is in response to an unprecedented set of circumstances and continues to reflect the school’s mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims and core Behaviour Principles.

good behaviour is essential to ensure all pupils feel safe, learn to the best of their ability and develop an understanding of the core British value of accepting personal and social responsibility;

In light of the need for our children to behave differently when they return to school, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the new requirements expected of all members of the school communities.

Pupils will be expected to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you they experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.

Parents/carers will be expected to:

- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school’s instructions for maintaining social distancing
- Follow the school’s instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above.

School staff will be expected to:

- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school’s rewards and sanctions procedures
- Report any serious infraction which may put others at risk.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing --- this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) pandemic. The overriding aim is to ensure the safety and wellbeing of all members of our school community.