



Positive Behaviour Management Policy,
Incorporating Anti-Bullying, Pupil
Discipline, Exclusions
and Physical Intervention (Restraint)
November 2020

Purpose of the Policy

- To inform all stakeholders about how we manage pupils' behaviour positively in and around school.
- To ensure consistency of approach, expectations and actions throughout the school.
- To ensure that pupils, staff and parents are clear about the expectations, both for their social behaviour and their learning behaviour.
- To ensure a consistent approach to positive behaviour management across the school.
- To encourage pupils' sense of responsibility, independence and self-discipline.

Discipline /Behaviour and Staff Conduct

Whilst the discipline and behaviour of the class is primarily the responsibility of the class teacher, all the staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners (holding doors, table manners, giving way to adults and others, saying good morning, please and thank you etc), and to commend children for their positive actions. If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive, restorative manner; condemning the behaviour without humiliating or "putting down" the child. ("I really like you, I don't like what you've chosen to do")

Staff will not ordinarily shout at children; an exception to this may be if the child or another child is in danger. A raised voice or tone may be used in exceptional circumstances. Quiet disappointment is a more powerful tool. The raised hand signal, count downs from 5 or 3, rhythmic clap or whistle/bell (for example) could be used to calm and quieten the children down. It has been found that, using the above techniques, most children will respond more co-operatively and with less resentment than if they were being criticised for any negative behaviour.

Praise should be used as a matter of course, in conjunction with the school/class reward systems.

However, some pupils will still need to be disciplined for persistent poor behaviour. Our aim should be to teach them that there are consequences if they deliberately ignore the code of good behaviour, which the majority of pupils maintain in school. On occasions staff may need to give a consequence. These are displayed in each classroom and all children should be made aware what the rewards and consequences are. All staff must read the Positive Behaviour Management Policy and follow it.

Policy Rationale and Aims

Everybody works and learns best in an atmosphere of order, respect and consistency. We are all entitled to be treated fairly and with dignity, with the knowledge that if we have difficulties we will be well supported to make positive changes. Children have a right to learn in a supportive, caring and safe environment without fear of being bullied – See Appendix A – Rights and Responsibilities

It is important to remember that all children are different, different incidents require different responses and so a general approach needs to be followed. Consistency across the school is crucial but is not about a 'one size fits all' single sanction for a particular offence. Consistency means that in *that* particular situation, with *that* particular child, at *that* particular time, all the adults in school would have looked at the facts and responded in the same way. The same action from a different child at a different time may result in a different response. In the same way, some children may have modified reward systems in place to support their behaviour choices.

We will make reasonable adjustments to consequences to meet the needs of the individual child. It is important for adults and children to understand that some children, especially those on the Autistic Spectrum or who have ASHD exhibit certain behaviours as their only means to communicate. Whilst we won't accept these behaviours **we will make reasonable adjustments to understand why the behaviour has occurred and support appropriately**. It's important to realise that it is not only the child's academic curriculum that requires differentiation but that of their social skills too. We also spend the time to discuss these issues with other children to raise awareness of additional needs in order for other children to understand the complexity of the situation.

It is also crucial to ensure that all children are listened to, treated fairly, and enabled to understand the impact of their behaviours and the reasons for the sanctions they may result in. In order to support our children with feeling safe in school, **the 'victim' of a behaviour incident MUST be left sure that the incident has been dealt with (no details are needed) and that appropriate action has been taken.**

Children with particular needs – additional aspects for consideration

- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether a disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with EHC Plans (SEN) and looked after children. Head teachers should, as far as possible, avoid excluding permanently any pupil with an EHC Plan or a looked after child.
- Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC Plan or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review.
- Each impairment of ASD can be considered to be broadly linked to specific behavioural difficulties.

- Communication impairments can affect the abilities to both understand language and express oneself. Individuals with ASD often interpret information literally and, at times, find it difficult to communicate using conventional language systems. Considering these difficulties, challenging behaviour is often exhibited by those with ASD as a means of communication. Such behaviour may show up as feelings of frustration, anxiety or confusion, or may simply be an effective, albeit inappropriate, means of receiving attention.
- Due to difficulties with interacting at a social level, individuals with ASD often behave in ways that are deemed inappropriate by their peers and others around them. Such behaviours may include, standing too close, not providing eye contact, excessive interrupting, one-sided discussions/conversations and overall failure to adhere to social etiquette.
- Due to sensory problems, individuals with ASD often exhibit repetitive and/or stereotyped behaviours. These may include repetitive actions, such as hand flapping, flicking, spinning, jumping and rocking. Individuals with ASD may also be either hypo-sensitive or hyper-sensitive to sensory stimuli. This may mean that they are able to tolerate extreme amounts, or alternatively, incredibly limited amounts, of sensory input.
- It is important to understand why individuals with ASD exhibit the behaviours that they do. If we can determine the function of the behaviour (what they get from it) we can deal with it more appropriately. All of our behaviours serve a purpose, but the reason why I exhibit behaviour “x” may be completely different to why you do.
- To attempt to understand this, we can conduct a functional analysis of the behaviour/s using blue forms. This involve collecting data for specific behaviours; every time the behaviour occurs, note what happens immediately before the behaviour, the time of day, lesson, people present, and what happens immediately afterwards. If we collect this data for long enough, we can often see trends. From these trends we can determine what it is that is triggering and maintaining the behaviour and have a clearer and more informed understanding of how best to deal with it.
- We can begin to unpick certain behaviours by understanding that, although we all behave the way we do for a reason, the reason/s may be different for different individuals. To simplify this, there are five main reasons why we behave the way we do:
 - to receive attention
 - to avoid certain situations
 - to escape certain situations
 - to receive desired items
 - to receive self-stimulation.

Rewards

We aim to remind the children that they are doing well, working hard, making a positive contribution to the class and their peers etc. regularly. To do this, verbal reinforcement is a key tool.

In addition, stickers, dojos, class specific rewards etc. may be awarded to individual children but are reserved for improvement or remarkable actions. We should be expecting great things as a matter of course - these need to remain well above the norm. All staff members are able to give rewards.

In addition, there will be a ‘whole class’ reward scheme for each class where children work together and collectively to earn chosen rewards for the whole class.

Misbehaviour

If children make 'low level' inappropriate choices, they will be well supported and guided in making a quick change to their behaviour. This may be through a 'look', a quiet conversation, standing closer to the child or a positive opportunity to work on a 'time out' or calming down table in the classroom.

If negative behaviour continues, they will have 5 minutes of supported reflection time at break or lunchtime. If need be, they may be asked to work in another classroom to help concentration or stop the distraction (a positive step in line with our values), or may need to spend some time in the 'time out' space at lunchtime. Children should not be 'sent out', made to sit or stand in the corridor or demeaned in any way.

All Classrooms will have the agreed flowcharts up as a reminder in the classroom for both rewards and sanctions.

Sanctions escalate through the following list:

- Non-verbal prompt ('The Look') from an adult
- Positive verbal reminder of what's expected
Warning – behaviour has not changed
- Time out in the classroom to calm down and reflect
- Work in another class to help concentration or stop the distraction (a positive step in line with our values)
Part of playtime/lunchtime missed
- Time out space for lunchtime
- If there are persistent issues with low level, behaviour choices, blue forms should be completed and if there are more than three of these in a week or more than 6 over a half term, parents should be contacted for discussions.
More serious events will be recorded on blue forms, and parents contacted.

Key points to note to ensure consistency across the school:

- Early conversations with parents when poor behaviour choices are evident
- Time out space in the classroom is a positive step
- Use of warnings needs to be clear
- Use of the 5 minutes supported reflection time – a learning process
- Clarity of spoken expectation matching acted and inferred expectation
- Plan for providing clear expectations with tight boundaries e.g. is this a 'hands up' session or a free discussion? – Maybe they need to be held in different places to clarify the distinction?

Children at the younger end of the school will be developing their understanding of appropriate behaviour so may be in a position that they still lose the right to be in class for a short period of time (5 – 30 minutes) for supported reflection time with an adult to enable them to develop their understanding of right and wrong. This is supplemented by conversations with parents and a joint agreement regarding the most appropriate sanction. In all cases across the school, the basic steps of the Restorative Approach should be followed – children need to be supported in accepting responsibility for what they have done and enabled to find ways to repair the harm or damage in order to rebuild and strengthen relationships. It is important to remember that all children are different, different incidents require different responses and so a general approach needs to be followed.

Children who find appropriate behaviour choices difficult may have a Positive Behaviour Plan drawn up by the class teacher and other adults. This is discussed with parents and signed. To support their on-going development, a variety of individual strategies may be used. For example, each session in the day could be split into sections with a sticker for each part starting with six, ten-minute blocks, moving to three, twenty minute blocks and working towards the whole

session. Support from the SENDCo, can be sought at any time with this. Lunchtimes may need to be managed with a programme of activities that will ensure success.

Where teachers feel there may be issues with behaviour developing, they need to be proactive. It may be appropriate to discuss things with parents first, or call a meeting with other staff in school to identify a clear strategy for support, followed by a meeting with parents. It might be appropriate to do this early in the year to extend or review strategies as children move classes. Transition meetings with the child's previous teacher may trigger this process.

Where children have made the wrong behaviour choices, the class teacher needs to be told or consulted with as they are the primary manager of the child's behaviour in these discussions, we may be checking how the child has been through the morning, what stage of sanctions they are at, or may just be informing the teacher. We need to ensure that the children are clear that all adults are equally important in terms of expectations, rewards and sanctions whilst still checking the best course of action. This is down to professional judgement.

Behaviour at Breaktime

All staff are encouraged to use conflict management techniques when dealing with incidents on the playground. Any serious issues are ***always*** to be reported to the class teacher and recorded on Blue forms. The behaviour policy needs to be followed

Supervision

Staff need to circulate and interact with the children when on playground duty.

Serious incidents need to be recorded (as previously mentioned and using the appropriate sanctions) and necessary staff informed. The remaining school staff members are not on duty daily at lunchtime but class teachers will be available for advice.

Behaviour at Lunchtime

- All staff are encouraged to use conflict management techniques when dealing with incidents on the playground. Any serious issues are to be reported to the class teacher.
- Pupils are expected to move carefully and talk quietly in the lunch hall. If spillage occurs, pupils are assisted by the lunch time staff. Pupils are encouraged to display good manners. In unfortunate cases of persistent poor behaviour, staff will report the incidents to either the Head, SENDCo or class teacher at the end of lunch (as appropriate). The incident is then expected to be followed up by the class teacher.
- It is important that children are not allowed to go inside at lunchtime unless they are supervised.
- The only exception being:
 - to use the toilet or visit First Aider if ill or injured – younger children accompanied by older children
 - Calm room or chill-out – which is supervised

NO CHILD SHOULD LEAVE THE SCHOOL GROUNDS FOR ANY REASON UNLESS WITH THEIR PARENT OR A NOMINATED PERSON. PRIOR AGREEMENT SHOULD BE MADE WITH THE CLASS TEACHER.

NO UNAUTHORISED PERSON IS ALLOWED INTO THE PLAYGROUND. IT IS THE RESPONSIBILITY OF ALL STAFF TO APPROACH ANY STRANGERS IN THE PLAYGROUND AND TO ASK THEM TO REPORT TO THE SCHOOL OFFICE TO OBTAIN A VISITOR'S BADGE.

Children Leaving School Grounds Without Permission

If children run out of the school premises, do not follow them in the first instance. Watch to see where they are heading. On no occasion should the child be chased, as this usually results in them running further away from the safety of the school. The Headteacher or SENDCo should be informed immediately and they will call the police. The school will decide, using the deep knowledge of the child, whether to shadow them in the best interests of keeping them safe. The child will subsequently be counselled to discover the reasons for their behaviour and their parents will be informed.

More serious behaviours

Certain behaviours are more serious and need to be responded to more robustly. This may result in either internal exclusion or exclusion from school for a fixed period of time. **In either case, all staff need to be sure they have done everything possible, in line with the policy, before taking these steps.** If internal exclusion or exclusion from school is a likely outcome, it should be discussed with the HT initially. If you are unable to deal with following up an incident immediately, it may be appropriate to tell the child you will discuss the fairest course of action with them later once everyone has calmed down. This might be particularly useful in the busy time after break or when the situation needs dealing with but you have a class needing your attention.

If unsure of the appropriate course of action at any stage of managing behaviour, adults should explain to the child that you need to consider the fairest course of action and discuss things with the Executive Headteacher or SENDCo

All adults should be implementing these expectations and should all be viewed as equal by the children in terms of behaviour expectations, consistency and all being able to apply the rewards and sanctions. Remember that the class teacher is primarily responsible for the child's behaviour (over time) so actions need to be discussed with them first to check what is most appropriate. (Again, tell the child you need time to consider the fairest course of action). It is important to make sure the child is clear this is a discussion, not the case that the adult who is dealing with the child needs permission, or does not have the right to the same level of expectations and respect from the child. If the outcome is internal exclusion, the Executive Head Teacher or SENDCo will have a discussion with the child about their choices and the sanction.

Certain children have Behaviour Plans– all adults should familiarise themselves with these to ensure children who may need additional support are dealt with appropriately. Some children, or situations may require flexibility in the application of this policy.

Remember that children (and adults) can take a long time (up to an hour or more) to physiologically calm down after an incident. This time should be given due consideration before productive conversations can be had regarding responsibilities, repairing harm done and sanctions. Telling an angry child they are internally excluded is more likely to trigger them making further poor choices than be supportive. Discussing it with them when they are calm and can rationally understand will support their learning more effectively.

To clarify expectations:

It is not OK to:

- *Use inappropriate language (swearing) - wherever you are or under your breath when angry*
- *Refuse to follow instructions*
- *Behave aggressively, including fighting*

- *Be verbally aggressive to an adult or child*
- *Deliberately damage property – it will need to be replaced or paid for*

All of the above will result in a child losing the right to be in class with their peers for an agreed period of time:

- 1st time = internal exclusion (half a day, although this will be less for some children) in another teacher's class to work - a conversation with parents and work home if it's not completed during the internal exclusion.
- 2nd time= fixed term exclusion from school for a fixed period of time – lots of work home, conversation with parents and reintegration meeting on return to school.

Teachers (with the support of Senior Leaders) will retain the responsibility for having the conversations with parents that follow.

What constitute swearwords/unacceptable language?

1. If you wouldn't say it in front of the children, they shouldn't say it either.
2. Adults need to use professional judgment considering the context e.g. if a child dropped something heavy on their toe and swore in response.
3. If your judgment resulted in you having a quiet conversation with the child after an incident where they swore rather than an internal exclusion, please make sure you discuss this quietly with parents "now we've had the conversation and your child is clear about it, next time we will be looking at internal exclusion...."
4. If appropriate and the whole class heard, the situation probably needs discussion through a circle time activity.
5. Offer the chance for all children to see you 1:1 if they are unsure of what is a swearword, so they can discreetly check.
6. Be proactive – if you have a child who is more likely to swear 'unintentionally', discuss it with them and allow them to check their understanding of what they can and can't say. E.g. ask them if there's something they say to themselves at home when they're cross that they think they shouldn't say here.

More serious actions which are unacceptable:

- **Leaving the school site**
- **Leaving the classroom - swearing, refusing, fighting – 2nd time**
- **Deliberate and significant physical aggression to an adult or child**
- **Deliberate and persistent verbal aggression to an adult or child (including swearing)**
- **Deliberately damaging property – will need to be replaced or paid for.**

These will result in exclusion from school for a fixed period of time

NOTE: For those children requiring particular behaviour support, both of the above lists should be counted within an 'episode'. E.g. If a child had a difficult half term followed by a very positive half term but then, for whatever reason, their behaviour worsened, you would start the 1st time, 2nd time process again.

- In conversations with parents – use language that makes it clear the child's behaviour is putting them "at risk of exclusion". Record the conversation.
- We need to ensure we have ***all*** done the following things in order to allow the Senior Leadership Team to exclude a child. If these haven't happened, we will not be able to exclude.
- Teachers need to be the managers of the child's behaviour – follow up everything

- Can use Executive Head Teacher/Senior Leadership Team to remove children in extreme cases, but teachers should appear at the earliest opportunity to manage the situation.

In order to be confident that exclusion from school is the next step, we need to ensure we have the following in place, particularly when there is an SEND, Thrive or behavioural need:

1. Developed a positive adult – child relationship
2. Adapted learning experiences to meet the child’s needs (behaviourally and educationally)
3. Provided stimulating, engaging and interesting learning experiences
4. Followed the behaviour/reward system rigorously over time
5. Provided a ‘safe space’ within the classroom, having discussed what the children want/how they would like it first

Examples of this are outlined below:

1. Developed a positive adult – child relationship might include:

Noticing how the child comes in
 If they’ve been off, “hope you’re feeling better”
 Expression – verbal and facial
 Personal interest comments, “How’s the new baby?” etc.
 Notice who might need fruit/food, emotional chat, grounding into school
 Being the 2nd greeting after the gate
 Attuning to anxieties about things coming up...returning slips, clubs, money etc.
 1st 10 minutes – positive, calm and supporting
 Give something of yourself
 Child is welcomed and ‘belongs’
 Used appropriate language, tone, volume with the child

2. Adapted learning experiences to meet the child’s needs might include:

Differentiating work according to behavioural need
 Kinaesthetic work
 Particular resourcing
 Playing to strengths (praise) and manufacturing opportunities to do this – e.g. reading story to whole class
 Group work needs to be appropriate. “Choose a friend”. Ability groups don’t have to be sat together.
 Pushing gently in an appropriate way
 ‘On the hoof’ changes if it’s not working (e.g. do a job, then another activity)
 Visual timetable/time with an adult to know what’s coming next
 Clarity of expectation communicated to the child (e.g. this session is ‘hands up’)
 Use of TA support – planned for, directed, agreed vocabulary

3. Provided stimulating, engaging and interesting learning experiences might include:

Variety of resources
 Not sat too long
 Different places
 Hands on
 Their interests

'Something that is five minutes of fun'
Mixed team teaching
Meaningful curriculum

4. Followed the behaviour/reward system rigorously over time includes:

Gentle and calm early reminders
Appropriate use of the 'warning' – supporting the child in removing it
Given clear and 'proper' fresh starts each session or day
Reinforced and promoted the system
Modified rewards to provide shorter success periods within a session
Tackling each and every low level incident
Following up behaviour with the child
Informed parents at every step
Provided consistency
Followed a restorative approach of supporting children to accept responsibility for their actions, repair the harm/fix the damage and apologise

Exclusion from school

The decision to exclude from school for a fixed term is not taken lightly. Every opportunity needs to have been taken to support the child and intervene to avoid the situation occurring. Some behaviours will warrant exclusion but, if all of the guidelines to support children contained within this policy have not been put in place, exclusion will not be an option.

The school follows DCC and DFE guidance regarding exclusions and works with the Exclusions and Reintegration team from DCC where appropriate.

The decision to exclude from school rests with the most senior member of the Executive Leadership Team present in school.

Parents should always be telephoned with regard to exclusions and a face to face discussion should follow. The chair of governors should also be informed. Exclusion records should be logged in the exclusions file held in the Head-teacher's office.

A re-integration meeting should take place with the child and their parents, unless it may be detrimental to re-integration, on their return to school to review future support and clarify expectations.

Anti-Bullying

This policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where there is a real or perceived imbalance of power. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, prejudice or racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or not wanting to come to school. Pupils must be encouraged to talk to an adult if they feel they are being bullied or know of someone else who is.

All staff have a duty to deal with incidents of bullying promptly, following the guidelines within this policy. It may be appropriate to extend dealing with a single specific incident into 'circle of friends' work or use the support of Thrive type interventions to develop and strengthen positive relationships between pupils where there have been issues.

All incidents and conversations with parents will be recorded on CPOMS/Blue Forms.

Pupils who have been bullied and pupils who have chosen to bully others will both be supported through the Restorative Approach as appropriate to develop and strengthen relationships to ensure all children feel safe and comfortable in school.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE topics, circle time, assemblies and subject areas, as appropriate, in an attempt to minimise any incidents of bullying.

Physical Intervention

Restraint should be used as a last resort – if the actions of the child are leading to the safety of themselves, their peers or members of staff being put at risk. *Every* effort, including the use of a range of strategies, should have been made to de-escalate the situation prior to the decision to handle being made.

The decision to intervene physically will be a professional judgement based on on-going risk assessment. **If there is a risk of harm to other children, it will usually be most appropriate to remove the other children from the situation rather than trying to remove a child where physical intervention would be necessary. It is not appropriate or justifiable to use physical intervention to move a child 'because we want them to be somewhere else'. Staff should usually work with the child in situ and, whilst this may feel inconvenient and time consuming, allow the child time to calm down and make their own choice to comply with requests.**

The only occasion in which it is appropriate to move a child is if the location where the physical intervention is taking place is an unsafe one. For example, if the child is sat upright against a radiator and is taking the decision to hit their head against it. In this situation, it is in the best interests of the child to move them to a safer space. The shorter the distance that a child has to be moved, the better; doing so can be distressful for both children and staff. It is not appropriate or justifiable to use physical intervention to move a child because of their use of profanity. If a child is choosing to use inappropriate language, their peers need to be encouraged to ignore it and reassured that such language is completely unacceptable. The pupils may also need support in understanding why such language is being used.

Remember that children (and adults) can take a long time (up to an hour or more) to physiologically calm down after an incident.

Where a child sometimes displays behaviours that may lead to a need for restraint, the class teacher and SENDCo should write a Behaviour Support Plan, which should be discussed with parents and signed. All staff should read these. It may be appropriate to write a risk assessment for children regularly making more extreme behaviour choices.

Behaviour Support Plans should also be used for children who may not have the potential to require restraint but need particular strategies to be used by all members of staff. The Behaviour Support Plan is a method for class teachers to ensure all adults act in the most appropriate manner to support the children.

If restraint needs to be used, adults must ensure it is in the child's best interest and that it is reasonable and proportionate.

Restraint must never be used as a punishment.

In law, staff have a 'right to' and do not 'have to' use restraint. You do have a 'duty of care to intervene though.

You have justification to use 'reasonable force' and in law it is not necessary to use Team Teach or PIPS strategies. Reasonable force is defined as the minimum required for the desired result and must be proportionate to any force used against you. Disproportionate force would be an offence. We will use PIPS strategies as a first choice method of restraint. Other restraint should only be used in an emergency.

Passive Intervention and Prevention Strategies (PIPS) are our first choice as they:

- Give the pupil back some control and help in calming down.
- Help children who have experienced negative touch.
- Make movement safe and are not too overpowering.
- Allow staff to act confidently at times of crisis.

Justification includes:

- If a child is committing a criminal offence
- Damage to property (significant)
- If a child is a danger to themselves or others
- If a child is displaying behaviour prejudicial to good order.....and discipline in the classroom or elsewhere where you are 'in loco parentis'

Staff members should take account of their own personal safety when making the decision to physically intervene.

Incidents MUST be recorded in the handling book – to safeguard yourself, include the statement 'in the best interests of the child.....because....'. Entries must be signed and dated, including any witnesses. These will be archived following the current policy and guidance.

Incidents must be reported to parents and recorded on CPOMS.

Children should be allowed time to calm down and re-centre themselves before returning to class (if that is appropriate). This may take some time.

Class teachers should take opportunities to discuss physical intervention with children. This can be particularly important for those children who have a behaviour care plan but also those who have witnessed an incident. It can be clarified that in some cases, physically intervening is necessary, entirely appropriate and lawful.

Staff members who have been involved in a restraint situation should have some 'time out' from their current duties to enable them to calm down as part of the overall de-escalation process.

May 2020 -Covid 19 Additional Behaviour Principles –

These principles are required to be adopted by the Academy Committee and will be taken to the Trustee Board and adopted as part of the school's Covid wider return plan

In light of the need for children to behave differently when they return to school/college, and any new systems that have been put in place to support that, we need to make changes to the behaviour policy. Behaviour policy changes made need to be communicated extensively to pupils/ students, parents, and staff.

The school would like to add the following to the School/ College Behaviour Policy:

- All in school must follow any altered routines for arrival or departure following school instructions on hygiene, such as handwashing and sanitising
 - All in school should follow instructions on who pupils/students can socialise with at school moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) expectations about sneezing, coughing, tissues, and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose, and eyes with hands
 - All in school should tell a member of staff as soon as possible if they are experiencing symptoms of coronavirus
 - All in school to follow rules about sharing any equipment or other items including drinking bottles
 - All in school should follow amended expectations and rules about breaks or play times, including where children/students may or may not play, use of toilets, clear rules about coughing or spitting at or towards any other person,
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 - There should clear rules for pupils/students at home about conduct in relation to remote education
 - The school's rewards and sanction system will be adapted to focus on any additional rules. This will be clearly explained to the pupils/students.
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 - Possible additional reasonable adjustments will be identified and include for pupils/students with more challenging behaviour.
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- The school will continue to work within our school/college behaviour and exclusion policies and within the exclusion guidance. For children who are vulnerable, then we would speak to social workers prior to excluding a child to ensure that the child is safeguarded as is normal practice for schools. The school will work with Inclusion Officers to identify children who are likely to be most at risk of exclusion and consider the strategies that could be put in place.

It is likely that we may be in for a long and difficult Autumn term where there are likely to be significant challenges from children who have been out of school/college for so long.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

November 2020