Langley Fitzurse C of E Primary School

Amaze, Excite and Inspire

Let us help each other to love others and do good. Hebrews 10:24

Langley Fitzurse Church of England School

Behaviour Policy

Policy and Procedure: Behaviour Policy

Date of Approval: October 2021

Review date: September 2022

Important coronavirus (COVID-19) update

We have added Appendix 1 to this policy, which provides details on how schools can manage pupils' behaviour during the coronavirus (COVID-19) pandemic.

Contents:

Statement of intent

It is the philosophy of Langley Fitzurse CE School to encourage self-regulation so that children are able to demonstrate positive learning behaviour and ultimately behave responsibly without adult supervision. We believe that a positive approach is very important and that positive behaviour will be recognised and rewarded.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting a growth-mindset culture

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Child Speak Behaviour Policy
- Pupil Code of Conduct
- Anti-Bullying
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Positive Handling and Physical Restraint Policy
- Complaints Procedures Policy

Roles and responsibilities

The **governing board** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

The **EH/HOS** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.

- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.

- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the **governing board** on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH (social, emotional and mental health) related issues that could be driving disruptive behaviour.

The SENCO and ELSA lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Collaborating with the **SENCO**, **EH/HOS** and **governing board**, as part of the SLT, to outline and strategically develop behavioural and SEMH policy and provision for the school.

- Coordinating with the **SENCO** and external **mental health support teams** to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.

- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.

- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as **secondary school** teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

- Leading CPD on mental health and behaviour.

The **<u>SENCO</u>** is responsible for:

- Collaborating with the **governing board** and **EH/HOS** to determine the strategic development of behavioural and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.

- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the **SENCO** and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

- Being responsible and accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: **SENCO, EH/HOS , subject leader**.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.

- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

- As authorised by the EH/HOS, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco

- Possession of banned items

- Truancy

- Refusing to comply with disciplinary sanctions

- Theft

- Swearing, racist remarks or threatening language

- Fighting or aggression

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness

- Low level disruption and talking in class

- Failure to complete classwork

- Rudeness

- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Disruption on public transport

- Use of mobile phones without permission

- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

"Challenging behaviour" is defined as:

- Discriminative abuse

- Verbal abuse

- Bullying

- Persistent disobedience or destructive behaviour

- Extreme behaviour – e.g. violence, running away from school, vandalism

- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils

Whole School Practice

Childen are taught school rules from Reception and these are reinforced regularly. Positive behaviour choices are rewarded by staff. We aim to use rewards and not sanctions wherever possible. It is important that parents/carers, pupils and staff members have a clear idea of what sanctions follow unacceptable behaviour. No form of bullying is acceptable behaviour at Langley Fitzurse (see Appendix A: Anti-Bullying Policy Statement)

At Langley Fitzurse, we have the following school rules (The Langley B's):

- Be a good listener
- Be honest
- Be a good learner
- Be kind and gentle
- Be helpful
- Be safe

Expectations of behaviour are made clear in all classrooms. This is a simple version of the following sanctions that should be used if a child is behaving unacceptably.

- the 'look' as a quiet reminder
- verbal warning (plus reasons for not accepting the behaviour, if there is a need) – outline to child what will happen if behaviour continues and possible use of yellow and red cards
- withdrawal of a minor privilege or stay near a member of staff for a time so they are removed from situation that is causing problems
- miss playtime and be supervised by an adult (increase minutes missed due to severity of behaviour) – staff are mindful that some children need a physical outlet and therefore must go outside for a few minutes (accompanied)
- withdrawal from class (sent into a different class with set learning that is written down for other staff members to see)
- class teacher to see parents a) informally b) formally (request a meeting)
- involve EH/HOS
- persistent inappropriate behaviour could result in a fixed period or permanent exclusion from school

STAFF AWARENESS

All staff recognise that behaviour is both positively and negatively influenced by several factors including:

a) school ethos and school values

b) interpersonal relationships
c) home background
d) special circumstances
e) Other factors eg physical and mental wellbeing, self-esteem

All staff will carry out the procedures outlined in this policy, ensuring a whole school approach.

Effective classroom management

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.

- Establish agreed rewards and positive reinforcements.

- Establish sanctions for misbehaviour.

- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.

- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules

- Routines

- Praise

- Rewards

Classroom rules

Teachers establish classroom rules on an **annual** basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Class Charter this with them and sign on their behalf.

All rules outlined in the **<u>Classroom Rules Agreement</u>** are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Routines may include activities such as the following:

- Standing behind chairs before the class starts and sitting down upon the teacher's instruction
- Handing out exercise books and pens/pencils at the beginning of the lesson
- Tidying work personal and communal work space at the end of the day

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.

Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

Positive Behaviour Systems

- School Bees
- Marbles in the jar or group classroom reward system (KS2)
- House points: smileys collected termly to display as a whole school
- Head teacher's award/certificate
- Reward stickers for individual's appropriate behaviour
- Use of Golden Time

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.

- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. star badges, tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types rewards as they see fit with approval from the **EH/HOS**; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Raffle tickets
- Certificates
- Free time
- Positions of responsibility
- Class celebrations
- Lucky dips
- Phone calls and emails home and positive conversations with parents after school
- Extra breaktime
- Special privilege, e.g. non-uniform privilege

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

All staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.

- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.

- Engaging with pupils during lunchtime and breaktime.

- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers and support staff establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.

- Encouraging pupils to treat others with respect by modelling the desired behaviour.

- Informing pupils of the importance of treating others the same way they like to be treated.

- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.

- Establishing a politeness policy to help pupils understand basic manners and respect.

- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Counselling
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's **SEND Policy** outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, (COVID arrangements) and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset.

Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A):** what happens before the behaviour occurs.

- Behaviour **(B)**: the behaviour that occurs.

- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?

- Where and when does the pupil display this behaviour?

- What are the triggers of the behaviour?

- What acceptable behaviour can the pupil use to ensure their needs are met?

- What strategies can be implemented for behaviour change?

- How can the pupil's progress be monitored?

An Individual Behaviour Plan (IBP) is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Individual Behaviour Plan to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Individual Behaviour Plan, and this is reviewed at least termly by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member

- Providing adequate personal space and not blocking a pupil's escape route

- Showing open, accepting body language, e.g. not standing with their arms crossed

- Reassuring the pupil and creating an outcome goal

- Identifying any points of agreement to build a rapport

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

- The school uses a restorative practice approach to dealing with negative behaviour. This works on a principle of 5 questions:

- What happened?

- What were you thinking at the time

- What have your thoughts been since the incident

- Who do you think has been affected by your actions? In what way were they affected?

- What do you need to do to make things right?

Intervention

In line with the school's **Positive handling and Physical Restraint Policy**, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil

- A pupil tries to, or does, conduct deliberate damage or vandalism to property

- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects

- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others

- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit

- A pupil is behaving a way that is seriously compromising good order and discipline

- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The EH/HOS and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives

- Weapons

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any articles that have been used, or could be used, to commit an offence or harm

Any physical intervention used will be conducted in line with the **Positive Handling and Physical Restraint Policy.**

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the **EH/HOS** and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Exec Head as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Managing behaviour

In the event of an extreme misdemeanour including, but not limited to, physical or verbal violence against another (including spitting and threatening behaviour), bullying, racist abuse, theft, vandalism, smoking, alcohol, solvent or drug abuse, and persistent disruptive behaviour, the following sanctions may be used by the Head Teacher or her representative as deemed necessary:

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Lead adult	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others squabbles	Reminder of school rules Verbal warning given in a positive way
2	Lead adult	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles	Visual reminder to support de-escalation Movement within the classroom, time taken from play/lunchtime or senior staff sent for to come to the room to support within classroom
3	Lead adult with HOS	Repeated incidents of 1 or offensive language to peers or low level unsafe behaviour e.g not following instructions in class, pushing or pulling in the playground	To work outside their "bubble" with senior staff, reintegration when appropriate Parents notified

			Isolation from their bubble within school as a preventative approach may be taken.
4	EH/HOS	Unhygienic behaviour such as spitting, coughing or refusing to wash hands	EH/HOS immediately remove pupil from their "bubble" to work
		Violent or aggressive behaviour including racist/ sexist remarks.	DHT or HT, will make an appointment to see the parents to discuss the possible sanctions and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil. Discuss decisions made by school including exclusion if required.
5	EH/HOS	Extreme or persistent Unhygienic behaviour such as spitting, refusing to wash hands violent or aggressive behaviour	Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform.

- Travelling to or from school.

- Taking part in any school-related activity.

- In any way identifiable as being a pupil at or representing the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's **Anti-Bullying Policy**.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the **Complaints Procedure Policy**.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's **Positive Handling and Physical Restraint Policy**.

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

Monitoring and review

This policy will be reviewed by the **EH/HOS** and **SENCO** on an **annual** basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is **September 2022**.

The Federation of Langley Fitzurse and Stanton St Quintin Primary Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Both schools aim to be part of the wider community and at Langley Fitzurse this is achieved through fostering Christian values, and the development of spirituality through reflection to enhance relationships.

The following information can and will be put into place if deemed necessary by the school or instructed by the LA, following an increase in Covid-19 cases in the school and/or locally or nationally.

Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

Attendance

- Attendance is mandatory for all pupils from September 2021.

- The attendance register is taken as usual, in line with the **Absence and Attendance Policy.**

- Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.

- If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a **weekly** basis by the **EH/HOS**.

- If a pupil cannot attend school for any reason, their parent must get in touch with **the school office**. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.

- Non-attendance is managed in line with the **Absence and Attendance Policy**, which includes specific provisions that will be followed during the coronavirus pandemic.

- Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

Arrival and departure

- The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

- Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

- The school expects pupils to move immediately to their learning area after washing/gelling their hands upon arrival.

- Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

Hygiene and infection control

- The school's **Coronavirus (COVID-19): Risk Assessment for Full Opening in September** is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

- The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

- Pupils remain within their assigned 'class and KS2 bubbles' and avoid mixing with others as much as possible (except for whole-school collective worship) – staff reinforce this behaviour through teaching, rewards and supervision.

- Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
  - Upon arrival at school.
  - Before and after consuming food.
  - After using the toilet.
  - After coughing or sneezing.
  - When they return from breaks.
  - When they change rooms.

- Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

- Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

- Pupils are expected to dispose of tissues using the litter bins provided.

- Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

- Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough. Use of Milton fluid between sessions.

- The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

- The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

- Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

- Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. When removing a face covering, pupils must:

- Not touch the front of their face covering during use or when removing them.
- Wash their hands immediately on arrival to school.
- For temporary face coverings, dispose of them in a covered bin.
- For reusable face coverings, store them in a plastic bag.
- Wash their hands after removing the face covering.

Social distancing

- Pupils adhere to the social distancing measures put in place by the school.

- Pupils form orderly queues, e.g. when waiting to use the toilets and they are respectful and patient towards their peers.

- Pupils are expected to:

  o Refrain from close contact with people who display symptoms of coronavirus.
  o Remain within their assigned bubbles when instructed.

- Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

- Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

- Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

- Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the lunch hall

- The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place whilst eating their lunch.

- Pupils are allocated specific time to use the lunch hall to help adhere to social distancing rules. Pupils do not enter this area unless expressly told to do so by a member of staff.

During sports and exercise activities

- The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

- Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

Moving around the school

- The school expects all pupils to move around the school following the school's arrangements, e.g. walking to the left of the corridor.

- The school prohibits pupils from lingering in walkways including communal areas without good cause.

- Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups.

- Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Breaktime and lunchtime arrangements

- The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

- Pupils are expected to take their breaks and lunchtimes at phased times, within their permitted bubbles and in zoned designated areas.

School uniform

- The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

- Parents do not need to clean their child's uniform any more often than usual.

- On PE/Sport Days children should come into school in jogging bottoms and trainers appropriate to the activity. This information will be shared with parents and children at the beginning of the term and on the class pages of the school's website.

Enforcing new rules

- The school ensures that infection control and social distancing rules are communicated effectively to all pupils.

- Staff are informed about the measures in place so they can enforce these rules at all times.

- The school informs parents of any changes to provision outlined in this policy.

- The school expects pupils to uphold these rules at all times, including on school transport, where practicable.

- Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

- Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

- The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

- The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

- The school believes that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

Adapted expected School Rules during the school opening during the Covid 19 Pandemic

In class	Adapted School Rule	Around the school
We follow adult direction	Be Safe	We follow adult direction We keep our hands and feet to ourselves

We sanitise our hands before entering school and before going home. We wash our hands after playtime and before eating We use hand sanitiser in the classroom whenever the adult asks We keep our hands away from our mouth We use a tissue or an elbow to cover our mouths when we cough or sneeze Tissues go in the lidded bin (catch it, bin it, kill it)		We line up keeping facing the front and keeping a safe distance our classmates We only use the equipment that has been provided outside the classroom We use equipment safely We move calmly around the school with an adult We wait sensibly and patiently when lining up in the mornings and at the end of the day.
We listen to all members of staff and follow instructions We use good manners and show respect to all children and adults We use please and thank you	Be a good listener	We use good manner to all members of the school community. We use please and thank you
We speak kindly and respectfully to each other We are honest	Be kind and gentle Be honest	We do not push or pull We are kind in the playground We talk to each other and try to work problems out
Only if deemed necessary following an increase in cases.	Be a Bubble	We are not allowed to move around the school without an adult

We do not move around the classroom without permission from the adult We keep a distance from others when we line up in the classroom We sit at designated desks We never leave the classroom without permission		We remain in our chosen playground (we cannot move between playgrounds)
Follow the adapted school rules Understand and follow the school's code of conduct – Appendix 3	Be helpful	Move calmly around the school, if moving around the school.
We know that everyone will have had different experiences during Lockdown. Asking for help is good if you are finding something difficult.	Be a good learner	We support each other to keep the Langley community safe.

Helping children to behave well

Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines for:

Lining up

Travelling through school

Taking the register

Working in class

Asking to speak

Leaving to go to the loo

Illness

Starting the lesson

Carpet time

Lunch

Entering the classroom

Exiting the classroom

Leaving school

Waiting for parent collection

Fire Drills

Teachers will:

- explicitly teach the behaviours they want to see and the new routines that will support this.

- practice and rehearsal of new skills

- ensure visual stimuli are displayed in classrooms to reinforced

- referred to regularly to reinforce expected behaviours in a positive way

Children will be:

- explicitly told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g. spitting or coughing)

Inclusion

- Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.

- It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

- Children who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this may no longer possible; alternative strategies such as using a calm down kit in the classroom will be provided for these children.

- Each of these children will be identified before they return to school; staff allocated to work with these children will call home and explain the new rules and routines.

- Staff will talk to the child and parent directly about how to support their transition back to school and what strategies have been put in place in the classrooms (such as calm down kits, time out zone in the classroom etc.)

Managing the behaviour of remote learners

While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.

The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Attend remote classes or group sessions on time.
- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

Support for pupils

- The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

- Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

- The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

- Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

- The **SENCO** works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.

- The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.

- Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

- EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

- Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

Rewards and discipline

- Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

- The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

- Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

Exclusions

- All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

- Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

- The EH retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the **Exclusions Policy**, where practicable.

- Permanent exclusion is only be used as a last resort.

- Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

- The **Exec Head** liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

- The **governing board** takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

Restrictive Physical Intervention

- In the rare circumstance where we would use a Restrictive Physical Intervention (RPI) to hold your child to ensure that they remain safe. Following the incident an exclusion maybe used in order to plan, consult relevant agencies and professionals in order to make future provision to prevent the situation from reoccurring.

- The parent of the pupil involved must be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

- Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the **Positive Handling Policy**.

- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

- Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

- If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

Monitoring and review

- We shall share our new policy with parents and stakeholders before school starts. Parents are expected to support the school in this new approach.

- Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

- Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

- This appendix is reviewed in reaction to any new government advice by the EH/HOS.

- Once the school resumes regular activity, and if deemed appropriate by the EH/HOS, all sections within this appendix will expire.