**Pashley Down Infant School**

*Learning at Pashley is an amazing adventure*



**Behaviour Policy and Procedure**

|  |  |
| --- | --- |
| Reviewed/Adopted: | November 2021 |
| Next Review:  | November 2022 |

*Following the Lockdown that began in March 2020 this policy should be read with the understanding that should the school need to initiate safety procedures to reduce the risk of spreading the virus it will do so as the first priority. Therefore there may be adjustments that need to be made within this policy and every other policy that is held by the school. Please read the school's risk assessment for further details and liaise with the Senior Leadership team if the crisis has affected part or parts of this policy implementation and you have concerns or queries about its impact.*

Contents

[1. INTRODUCTION 1](#_Toc43116860)

[2. CHILDREN WITH SPECIFIC NEEDS 1](#_Toc43116861)

[3. THE ROLE OF THE GOVERNING BODY 1](#_Toc43116862)

[4. THE ROLE OF THE SENIOR LEADERSHIP TEAM 1](#_Toc43116863)

[5. THE ROLE OF THE TEACHING AND SUPPORT STAFF 2](#_Toc43116864)

[6. PREVENT 2](#_Toc43116865)

[7. VALUES 2](#_Toc43116866)

[8. VISUAL BEHAVIOUR SYSTEM 2](#_Toc43116867)

[9. REWARDS 2](#_Toc43116868)

[10. KEY GUIDELINES FOR CONSEQUENCES 3](#_Toc43116869)

[11. ADDITIONAL SUPPORT 3](#_Toc43116870)

[12. POSITIVE HANDLING 4](#_Toc43116871)

[13. PARTNERSHIP WITH PARENTS 4](#_Toc43116872)

[14. TRUANCY 5](#_Toc43116873)

[15. BULLYING 5](#_Toc43116874)

[16. RACIAL AND SEXUAL HARASSMENT 5](#_Toc43116875)

[17. PARTNER SUPPORT AGENCIES 5](#_Toc43116876)

[18. BEHAVIOUR PROCEDURE 5](#_Toc43116877)

[19. PUPILS WITH CHALLENGING BEHAVIOUR 7](#_Toc43116878)

[Appendix A - Behavioural Management During the Coronavirus (COVID-19) Pandemic 9](#_Toc43116879)

# INTRODUCTION

The school plays a significant part in promoting the spiritual, cultural, mental and physical development of its pupils. The aims and visions of our school indicate the values we foster.

This behaviour policy is based on a clear set of principles and values. These include: respect of people and property, honesty, trust, fairness, self-respect and self-discipline.

The aims of this policy are:

1. to help our pupils grow into responsible citizens;
2. to enable all pupils to take a full and active part in their schooling;
3. to promote respect for self and others;
4. to help all pupils to feel valued whatever their gender, aptitudes, race, faith and appearance;
5. to help our school to manage pupil behaviour and discipline;
6. to promote firm action against bullying;
7. to reduce anti-social behaviour which can lead to pupils being excluded.

We approach the moral education of our pupils through five key channels. They are:

1. the style and atmosphere of the school;
2. personal and social education;
3. collective worship and assemblies;
4. teaching across the curriculum;
5. personal example.

# CHILDREN WITH SPECIFIC NEEDS

The Governing Body is responsible for ensuring that this policy does not discriminate against pupils with specific needs. It is evident that pupils with such conditions such as autism, ADHD, Asperger’s Syndrome and Tourette’s Syndrome would find it difficult to conform to the behaviour policy. Adults working with such pupils need to adopt an approach to behaviour management which will take into account their specific needs. Some children will have behaviour management programmes designed to meet their specific needs.

# THE ROLE OF THE GOVERNING BODY

The Governing Body has a general responsibility for directing the conduct of the school. It takes a lead in proposing principles and standards that lead to good behaviour. The headteacher and staff take into account the guidance offered by the Governing Body.

# THE ROLE OF THE SENIOR LEADERSHIP TEAM

The quality of leadership provided by the Headteacher, Deputy Headteacher and Inclusion Leader is crucial to our school’s success in promoting good behaviour. Senior members of staff take the lead in defining the aims of the school in relation to standards of behaviour. They create the conditions for establishing a wide measure of agreement on those standards, and ensure that these standards are consistently and fairly applied throughout the school.

# THE ROLE OF THE TEACHING AND SUPPORT STAFF

All members of staff are expected to be conversant with this policy and to apply it consistently. They should consider it to be an integral part of their work to teach pupils how to behave appropriately. They will do their best to indicate by word and gesture that they like and respect all the children in their care. They will give clear and quiet instructions, handle misbehaviour quickly and calmly, ensure that work is appropriate to pupils’ attainment, set clear goals, start and end lessons on time, and minimise interruptions.

Members of the teaching staff will help the children to develop a sense of responsibility towards others by making positive remarks about everyday acts of consideration, by encouraging older pupils to look after younger ones, by devoting teaching time to issues of mutual respect, by drawing good behaviour to the attention of parents, and by giving rewards to pupils who behave appropriately.

# PREVENT

Staff should also be mindful of their duty to prevent radicalisation (please refer to the Prevent policy).

#  VALUES

The six Pashley Values have been agreed after discussion with the pupils and staff. They are few in number, easy to understand and positive. The school focus on one value each term. We help the children to know why we have values and understand the benefits of keeping them in terms of all aspects of school life. The rules are displayed in classrooms, corridors, in the hall and in the staff room. Children are reminded about the values at the start of week in assemblies and in classrooms. Reference is made to the rules when members of staff are talking to pupils about their behaviour.

**KINDNESS**

**POSITIVITY**

**EQUALITY**

**HONESTY**

**RESPONSIBILITY**

**PERSEVERANCE**

Each of the values is represented by an animal and in the Headteacher, Deputy Headteacher and the Inclusion leaders office there are cuddly animals. In each classroom each class has a mini cuddly toy which represents each of the values. The children are encouraged to show these values in every day school life and the cuddly toys are referred to, shared between children when the children demonstrate them. The mascots are also awarded to celebrate values that have been demonstrated when children go ‘above and beyond.’

As part of parental engagement postcards are also sent home to children through the post to celebrate values when they have been demonstrated and re-enforce these in school life.

# VISUAL BEHAVIOUR SYSTEM

The school has adopted the ‘3 faces’ system, as it provides a clear visual feedback to children. On each classroom board or wall, are displayed 3 faces: a happy face, a neutral face and a sad face. Names of children behaving well are placed on the happy face, along with praise and an explanation of what they have done that is praiseworthy. If a child starts to misbehave, a warning is given through putting their name on the neutral face; the teacher or TA will explain what the child is doing, and what they should be doing. If the child misbehaves again, their name is moved to the sad face, and a consequence is applied.

The key to this system is that it is a teaching tool; children need to have clear feedback in order to know what is / is not acceptable behaviour. Children can ‘earn back’ a place on the smiley face, through good behaviour; in this way the child can always start afresh. The positive expectation is that all children can learn to make good choices.

# REWARDS

The school has a comprehensive range of rewards to offer to pupils who distinguish themselves by their attitude, effort and conduct. They include:

* adding a child’s name to the ‘smiley face’
* oral praise, encouraging facial expressions and positive gestures
* stars, smiley faces and positive written comments on work
* applause
* visits to the Headteacher, Deputy Headteacher and Inclusion leader for praise and stickers
* postcards sent home
* visits to previous teacher for praise
* stickers and certificates presented in class and at assemblies
* displays of good work in classrooms or central areas
* communications with parents.

# KEY GUIDELINES FOR CONSEQUENCES

It is the responsibility of the people delivering consequences to ensure that they are effectively administered. Teachers or Teaching Assistants on playground or dinner duty may delegate supervision to another member of staff. Sanctions are usually carried out in classrooms.

We believe that it is important that children understand why there is a consequence/sanction in place. The consequence should be centred on time for calming and reflection. Members of staff are asked to make sure pupils know what they have done to merit the sanction and how they are going to put it right e.g. “I want you to spend a few minutes off of the playground because I can see you are feeling cross. When you are feeling calm we can talk about how to put this right.” It is recommended that this type of discussion takes place after the sanction, when the child has had a chance to reflect on the situation.

There are several ways of ‘putting it right’ and staff should try to find the most appropriate way. This might take the form of an apology to an individual or a group, a letter or picture, or a service, e.g. tidying up mess caused by their behaviour.

NB It is important that members of staff administer consequences quickly and consistently. Children need to know that boundaries are firm, as this provides security, but they also need normality to be restored quickly so that they can have a ‘fresh start’ when they are ready. Avoid carrying consequences over to the next day where possible.

Whenever possible, staff should avoid sanctions for a whole group of children, based on the behaviour/negative choices of individuals. On those rare occasions when it is likely that some children receive a sanction which they don’t deserve, members of staff should acknowledge the apparent unfairness of the situation, for example:

*“I’m not sure that all of you were talking on the way back from assembly. However, I do know that Mrs. X was upset because this class disturbed her children who were working in the corridor; that is why I asked you all to go back to the hall. Thank you to those of you who made good choices and showed us all how to walk nicely and quietly.”*

It is important to be respectful of children when applying consequences; shaming children e.g. making them stand in assembly, should be avoided. Staff should be aware of the individual and their personalities when applying consequences; some children may need to have conversations away from other children and staff, to avoid a sense of shame/embarrassment)

# ADDITIONAL SUPPORT

Our Inclusion Team consisting of Inclusion Leader, Inclusion Assistant, SEN Higher Level Teaching Assistant and SEN Learning Assistant provide additional ‘outreach’ support to children and staff in classrooms. This support includes providing advice, personalised resources, behaviour plans and linking with outside agencies such as ESBAS. The Education Support, Behaviour and Attendance Service (ESBAS) provide specialist support and guidance to schools to support children and young people with poor attendance, challenging behaviour, and issues related to bullying.

Children’s wider needs are assessed using the Boxall profiling system and additional support groups are set up based on these outcomes. The groups aim to support children with social skills, emotional literacy, self-esteem and confidence.

Sometimes the support that children have is on a one to one basis and is bespoke and can use other staff expertise. For example if a child is struggling to get into school with positive behaviour the school may direct the Outdoor learning HLTA to meet the child and feed the school rabbits for a few mornings.

# POSITIVE HANDLING

Our aim is to actively avoid the use of physical restraint, as this can be both distressing and dangerous for the child and for the member of staff. The only time staff will intervene is when a child is causing physical harm to other children, prevent children from harming themselves or others, prevent a child from leaving, if leaving would risk their safety or remove a child from an area if they are continually disruptive. This is not an exhaustive list.

Strategies used as an alternative where possible to avoid positive handling

* Stand between the child and other, with the aim of protecting from harm;
* Remove the other children from the situation;
* Guide the child away from the situation to a safe space;

Hold the child safely to help them calm and prevent harm. Handling a child in this way should be reasonable and proportionate to the risk of harm. Staff should have had appropriate training on positive handling and the Inclusion Leader has the responsibility of ensuring any new staff has appropriate training.

*Staff should call for help immediately, as these situations can require more than one adult.*

With young children, it can be possible that they will run away. In this situation, it is not advisable to try to hold the child, nor to block their way. It is sometimes also unhelpful to chase the child, as this can make them run further (they may also start to see it as a game / part of a power struggle). Staff may assess that the best action is to keep the child in view unless the child is near to a potentially dangerous situation, for example a road. *Staff should call for help immediately as this situation requires additional support.*

Searching pupils - Members of staff should not make intimate physical searches. Occasionally, in the interests of safety, a search of clothing may be necessary *(e.g. if a child brings into school a weapon or other dangerous item such as a lighter).*

It is unlawful to restrict the liberty of children by locking them in a room. However staff may prevent a child from leaving if it is assessed the child could cause damage to themselves or others.

It is inappropriate and illegal to use corporal punishment for any child.

If positive handling has needed to be used then parents need to be informed.

# PARTNERSHIP WITH PARENTS

Parents have a powerful effect on children’s behaviour in school. Children need parental encouragement and support to participate fully in their day-to-day schoolwork and in the wider life of the school and the community. For the school behaviour policy to be effective, parents need to co-operate with the school in matters of discipline and reinforce the efforts of the school at home.

Parents are informed about the school behaviour policy in the prospectus, the Starting School booklet, at consultation evenings and in newsletters. This behaviour policy is available to parents from the website, and also in paper form through office.

Where serious incidents occur, parents are notified as soon as possible and offered an early opportunity to discuss the matter *(see below under Pupils with Challenging Behaviour).*

# TRUANCY

Truancy is rare in Infant schools as the majority of young pupils enjoy coming to school, and most children are escorted to and from school by responsible adults. We operate first day absence procedures, which make it almost impossible for a child to miss school without parental permission.

If we learn of a child being absent from school for no good cause, we get in touch with our Educational Welfare Officer.

# BULLYING

Incidences of bullying are, fortunately, relatively rare in Infant schools, although the potential for bullying is apparent in some children. We have an anti-bullying policy, which defines bullying, describes our attitude towards bullying, the steps we take to prevent it, and how we deal with bullying should it occur.

All members of staff, teaching and non-teaching, look out for signs of bullying and act firmly and promptly to stop it. For further information, refer to our *Anti Bullying Policy.*

# RACIAL AND SEXUAL HARASSMENT

A working definition of racial harassment is: ‘violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins’. We take all incidents of racial harassment seriously, and make it clear to pupils and parents that it will not be tolerated - see Equalities policy.

Our programmes of study across the curriculum encourage pupils to respect the sexual identity of each other. Members of staff are aware that precocious or otherwise inappropriate sexual behaviour may be a sign that a child is being abused. The Child Protection policy includes further information about this issue.

# PARTNER SUPPORT AGENCIES

The school benefits from the expertise and support of Partner agencies, such as the Education Support, Behaviour and Attendance Service (ESBAS), the Education Psychology Service and CAMHS (mental health service). In some cases, a Key Worker can help families at home; this support is provided as part of the Early Help service, through Children’s Services.

ESBAS is usually the first port of call. They provide services such as:

* observations of pupils in school followed by recommendations for pupil support strategies;
* discussions about individual cases with school staff;
* discussion with pupils themselves;
* home visits;
* acting as a neutral chairperson at meetings between school representatives and parents;
* Contributing to programmes of in-service training for staff.

# BEHAVIOUR PROCEDURE

**SYSTEM FOR MANAGING MINOR MISBEHAVIOUR**

Staff should consistently follow these three steps when dealing with minor disruptions. Children should know about these stages and expect them to be carried through consistently.

**Before going on to use any of these steps, the first action should be to praise other children who are demonstrating good behaviour.**

**STEPS ONE - Oral exchange/warning**

Children who choose not to follow school rules are asked quietly and politely to make a good choice by the adult in charge.

They are reminded of the rule they should be following. They are told why it is important to follow this rule. The child’s name will be moved to the neutral face on the visual display. *It may be appropriate at this point to think carefully about the child’s frame of mind. Would it beneficial to provide a brief learning break/opportunity to turn their behaviour around elsewhere?*

**STEP TWO - Time out on the yellow reflective spot.**

If a child continues with negative behaviour, their name is moved to the sad face on the visual display. Then they are asked to take time on the reflective spot; this rubber spot provides children with the opportunity to be calm and reflect on their choices. This spot should be positioned away from the main body of children, preferably at the back of the room, so that the child does not feel ‘on display’ or looked at by the class. (This procedure should be used sensitively, and may not meet the needs from some children who will feel embarrassed or children that could find this action heightens negative behaviour.

After a short period of time *(usually around 5 minutes – it can be useful to use a sand timer as this can be calming in itself)* the teacher or LA should go over to the child to speak to them about their behaviour, and what they could do to put things right *(e.g. apologise to someone they have upset, share fairly, join in quietly on the carpet)*. It is also good practice to praise the child for things they have done well, for example sitting quietly on the spot, calming down, telling the truth about what they did, explaining how they could put it right. It is important that the staff member does this calmly and quietly, as this helps the child to get control of their emotions and to rejoin the class in a positive frame of mind.

The child’s name should be added to the Yellow Inclusion file, providing details of the antecedent (what was happening before the incident), the behaviour (a factual account of what happened) and consequence, along with a note of the time, date and those involved.

Clear consistent recording helps the Inclusion Team and a Senior Leadership Team identify patterns in behaviour and provide appropriate support and interventions.

**STEP THREE - Consequence supervised by member of teaching staff**

If there is no significant improvement in behaviour after the first two steps have been taken, a consequence will be applied. For example:

* missing part of the next playtime, on the same day (usually 5 minutes)
* being sent to complete their work in another classroom (the class teacher retains responsibility for collecting the child at the end of the lesson, for talking to the child about the behaviour, and for welcoming the child back into the class)
* Note: Children should not be sent outside classrooms to stand or sit in the corridor

The Yellow Inclusion files are monitored regularly by the Senior Leadership team. Clear and consistent recording is very helpful when dealing with behaviour management, for identifying children with particular needs, and for planning interventions that will support the child and the class team.

**IF THE THREE STEPS SYSTEM DOESN’T WORK …**

There may be times when the three steps and visual behaviour system doesn’t work. For example:

* Extended disruption of a lesson which prevents effective teaching;
* Refusal to move to the reflective spot
* Disruptive behaviour while on reflective spot.
* Swearing
* Unpleasant teasing of other pupils
* Temper tantrums
* Running off
* Aggressive actions with intention to hurt
* Bullying

In these instances, a behaviour support specialist or a senior member of staff should be called. The best method for doing so is to phone the main office, but where this is not possible, and then an adult (or a reliable child if necessary) should be sent to the main office or Inclusion office with a red card.

It is not advisable to try to bring the child TO the senior member of staff. When a child is angry or upset, making them walk down the corridor could, in some circumstances, make the situation more difficult.

If a child is sent to Senior Leaders for more serious behaviour issues, then the parents / carers should be informed. It is important for the class teacher to make contact with the parent, and to explain what happened. It is important to be factual and calm and to listen to the parents, as this sort of news can be upsetting to hear. Senior Leaders are happy to support with these meetings.

Through the monitoring of the Yellow Inclusion Files, it is very likely that the Senior Leaders will already be aware of higher level behaviour issues. It is also likely that the Inclusion Team will have been involved, and so it is can be helpful to ask them to meet with the parents.

#  PUPILS WITH CHALLENGING BEHAVIOUR

There are some pupils who have on-going emotional, behavioural and social difficulties. Such children may be withdrawn, passive, depressed, over-excitable, noisy, impolite, un-cooperative, physically aggressive, or self-injurious, and they may exhibit a range of disturbing behaviour. Some of these children display challenging behaviour. These children have special needs, and, in line with the East Sussex and school inclusion policy, the school does its best to include such children in all aspects of school life.

Children who display challenging behaviour often suffer from low self-esteem, and so it is important to help them to develop a more positive self-image high and raise self-esteem, through finding ways for them to experience success and praise. Often this means recognising small steps of success and reflecting this back to the child, through positive praise and recognition of achievement.

Staff needs to be prepared to make special efforts to get to know and understand children with behavioural needs, so that they feel valued and accepted. (‘Pupil Portraits’, outlining specific difficulties for individual pupils and successful strategies, are available for staff to view.)

Staff also need to provide children with challenging behaviour with security, through firm rules applied consistently. It is also important to give verbal guidance (akin to ‘horse whispering’), so that the child is clear about what is acceptable and what is unacceptable, and that they are have choices to make. Expectations can be reinforced through the use of personalised Reward Charts and Rewards/Consequences Guidance.

It is essential that the work given to children with challenging behaviour is suitably differentiated. Failure to achieve will exacerbate poor behaviour.

It is important to acknowledge the effect that disruptive pupils can have on their peers. Children who encounter frequent outbursts of physical and verbal aggression may become adversely affected – a few may start to copy the anti-social behaviour, others may become reluctant to attend school.

In dealing with behaviour, it is important to think about the rights of all the children in the class. Coping with difficult behaviour is the responsibility of the whole staff team, and the Inclusion Team and Senior Leaders will be fully involved. Children with challenging behaviour are unlikely to respond to the usual school rewards and sanctions; they often require more complex strategies offered over a long period of time. In order to support class teachers, LAs and INAs, there is a five stage programme for Challenging Behaviour.

When a child has challenging behaviour it is crucial to involve parents / carers, at the earliest opportunity. It is usually the case that the parents bring useful information, which could be indicators of a special need, or perhaps give the wider picture of particular stresses for the child or their family. Positive benefits can come from parents and school working closely together; especially when this provides a consistent approach for the child.

**FIVE STAGE PROGRAMME FOR CHALLENGING BEHAVIOUR**

Below is a five-stage programme of support for children with challenging behaviour. In most instances the problems are resolved before points four and five are reached.

**STAGE 1:** Identification of children with challenging behaviour and first contact with parents

**STAGE 2:** Observation and monitoring of behaviour by the Inclusion Team. The class teacher will keep an on-going record of the pupil’s behaviour in the Yellow Inclusion file, on an individual page for the child. The Inclusion team will analyse the information in the file, and they will also observe the child over a number of days and in different times in the day. The aim will be to try to understand the behaviour triggers, and any patterns. This information is key for devising individual support strategies.

**STAGE 3:** Drawing up and implementing, a Behaviour Support Plan. This plan is likely to bring in additional support, for example including the child in targeted intervention group sessions, or through ‘outreach’ support from the SEN LAs. It may also be the case that partner agencies will be involved, such as the Behaviour Service / ESBAS. The Behaviour Support Plan will be shared with parents. It is likely that that plan will include additional targeted support– eg Nurture group. It is also useful for the parents to implement some new strategies at home; these will be agreed as part of the Plan. All staff involved in supporting the child will continue to log incidents the Yellow Inclusion File. Advice may be sought from partner agencies such as the Education Support, Behaviour and Attendance Service (ESBAS). ESBAS often works with the family, and sometimes provides ‘hands on’ practical support in school.

**STAGE 4:** Intensive behaviour support from the Inclusion Team administered between the classroom and the Tree Room with a targeted programme of support with a clear exit plan / outcomes.

**STAGE 5:** Consideration given to moving the child to another class for a ‘fresh start’. If behaviour continues to be high level, the child is likely to have a Special Educational Need. A School Support Plan will be written, in partnership with parents and other agencies. In more extreme cases, where the medium level in-school support is not enough, and assessment by partner agencies indicate a specific need (e.g. ASD, ADHD), an application may be made for an Education and Health Care Plan.

NOTE: For extreme behaviour incidents, there will be instigation of exclusion procedures, either temporary or permanent.

#

# Appendix A - Behavioural Management During the Coronavirus (COVID-19) Pandemic

*This appendix has been created to help schools outline the behaviour management procedures and rules they will put in place once phase reopening begins. We have created this appendix in accordance with the latest government guidance surrounding schools’ wider reopening from 1 June 2020. Please amend this appendix as necessary to ensure it suits your school’s circumstances.*

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 while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

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

1. **Enforcing new rules**
	1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
	2. Staff are informed about the measures in place so they can enforce these rules at all times.
	3. The school informs parents of any changes to provision outlined in this policy.
	4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
	5. Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
	6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
	7. 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.
	8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school’s social distancing and infection control rules.
2. **Arrival and departure**
3. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
4. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
5. The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.
6. 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.
7. **Hygiene and infection control**
8. The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
9. The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
10. Younger children should stick to their class groups (‘Bubbles’) and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
11. 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 and departure from the school.
		+ Before and after consuming food.
		+ After using the toilet.
		+ After coughing or sneezing.
12. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
13. Pupils are expected to dispose of tissues using the bins provided.
14. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
15. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
16. 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.
17. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
18. 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.
19. 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.
20. **Social distancing**

**General**

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

4.2. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

4.3. Pupils are expected to:

* + - Refrain from close contact with people who display symptoms of coronavirus.
		- Remain at least two metres apart from other people, where practicable.
		- Remain within their assigned groups.

4.4. Where is it not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

4.5. Pupils are placed into classes of no more than 30 pupils and they are not permitted to mix with other pupils outside this class, unless instructed to do so by their class teacher’

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

4.7. 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.

4.8. 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.

**During sports and exercise activities**

* 1. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
	2. The school does not permit close-contact sports, play or activities at this time, although recognising that the children of this age will not be able to socially distance.
1. **Moving around the school**
2. The school expects all pupils to move around the school following the school’s arrangements.
3. The school prohibits pupils from lingering in walkways, and other communal areas without good cause.
4. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups.
5. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
6. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.
7. **Ill health and infection**
8. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
9. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
10. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them. Should symptoms to be severe 111 will be rung or 999 if deemed in danger.
11. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.
12. **The school premises**
13. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
14. Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.
15. **Breaktime and lunchtime arrangements**
16. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
17. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.
18. Pupils are not permitted to gather in groups larger than 30 at a time and must not mix between year groups.
19. **School uniform**
20. The school expects all pupils to wear uniform while in school, in line with the school prospectus.
21. Parents should ensure that children wear practical shoes so children are able to access outdoor areas as well as indoor ones. Suitable footwear can include trainers to be worn.
22. Parents should ensure that their children attend school in clean uniform each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.
23. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:

* *They are plain in colour*
* *They are practical for school*
* *They do not display words, logos or graphics that are considered offensive*
1. **Managing the behaviour of remote learners**
2. Pupils who are learning remotely off-site are expected to adhere to this policy.
3. 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.
1. **Exclusions**
2. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
3. 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.
4. The headteacher 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.
5. Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the headteacher liaises with the LA and the pupil’s parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil’s safety and the safety of others.
6. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
7. The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
8. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
9. 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.
10. **Rewards and discipline**
11. Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.
12. Staff ensure that any rewards given adhere to the school’s infection control and social distancing measures.
13. 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.
14. 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.
15. **Close contact behavioural management**
16. Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the East Sussex Positive Handling/Use of Reasonable Force Guidance. Where possible this should be carried out by year group staff to minimise cross contamination.
17. Pupils will be encouraged to follow direction and rules using behaviour techniques which do not involve positive handling. If there is no other option and the pupil needs to be positively handled adults will ensure that this as a last resort for the minimum amount of time.
18. 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.
19. If a pupil needs to be handled staff will wash hands immediately.
20. 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.
21. If a pupil needs to be positively handled more than once parents will be asked to discuss this with the Class teacher and/or a member of the SLT. This will be by phone as parents will not be able to come into the school building.
22. **Monitoring and review**

This appendix is reviewed in reaction to any new government advice by the headteacher.

This appendix will be reviewed Termly. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections will expire.