THE HARVEY GRAMMAR SCHOOL

Behaviour Policy

incorporating
USE OF REASONABLE FORCE POLICY

Approved: September 2020
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Aims

The Harvey Grammar School is a centre of learning which expects high standards of behaviour from all its pupils both in and out of the classroom, on the way to and from school, and on all other occasions when representing the school. To achieve this, the school's Behaviour Policy aims to:

- make clear the expected standards of behaviour and discipline
- encourage high levels of self-esteem and self-discipline, proper regard for authority and positive relationships between pupils and staff based on mutual respect
- ensure equality, consistency and fairness of treatment for all
- support the provision of a safe learning environment in which pupils are free from disruption, violence or any kind of bullying or harassment
- promote a culture of praise and encouragement in which all pupils can achieve
- outline for pupils and their parents and carers the interventions which staff will make when dealing with examples of poor behaviour
- encourage parents and carers to develop a positive relationship with the school to enable effective implementation of the school's policy and associated procedures

Roles and Responsibilities

- The **Governing Body** will establish, in consultation with the Headteacher, staff, parents, carers and pupils, a policy for the promotion of high standards of behaviour, which is communicated to all pupils and their parents or carers. It will ensure that the policy is non-discriminatory and that expectations are clear. Governors will fully support the school staff in their implementation of the policy, which will be reviewed regularly.

- The **Headteacher** will be responsible for ensuring the effective implementation of the policy and the day-to-day management of the policy and associated procedures.

- **Staff**, including teachers and support staff, will be responsible for creating a stimulating learning environment, reinforcing positive behaviour for learning and ensuring that the agreed policy and procedures are implemented consistently and fairly applied.

- The **Governing Body**, **Headteacher** and **staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to, and appropriately addressed.

- **Parents** and **carers** will be responsible for the behaviour of their children both inside and outside the school and will work in partnership with the school to ensure their children meet the high standards of behaviour expected.

- **Pupils** are expected to take responsibility for their own behaviour at all times and be fully aware of the school policy, procedure and expectations. They will be encouraged to take a share in the responsibility for their learning environment and to endeavour to make it both safe and enjoyable by reporting all undesirable behaviour.

The named Governor with lead responsibility for this policy is: Mrs M Mitchell

The named member of staff with lead responsibility for this policy is: Mr A Allon

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff and will make clear to pupils how acceptable standards of behaviour can be achieved. The procedures will have a clear rationale which is made explicit to staff, pupils and parents and carers and will be monitored by the Headteacher via the Deputy Headteacher (Pastoral) to ensure:

- the procedures are consistently and fairly applied
- they promote the idea of personal responsibility
- every member of the school shares in the responsibility for the whole community.

A summary of the procedures is given in Appendices B and C.

Expected Standards of Behaviour

Every pupil has the right to learn, every teacher has the right to teach – and pupils have the responsibility to ensure that their actions do not prevent either from happening. Our expectations as a school are therefore that all pupils should:

- attend all their lessons with a positive commitment to learning
- ensure they have all the equipment needed for each lesson
- do all classwork and homework to the best of their abilities
- meet all deadlines
- pay attention in class and not distract others
- show respect to their peers and to the staff
- follow all instructions by staff
- be punctual for all lessons
- conform to the school's appearance code
- treat the school's resources and facilities with respect
- behave appropriately on the way to and from school, and on all other occasions when in school uniform or representing the school
- contribute to making the school an enjoyable place in which to be

Rewards

The school should be a supportive environment for all its members with an ethos of encouragement to assist pupils in achieving high standards in their work and in their behaviour. Good work and behaviour should be routinely rewarded to motivate pupils and help them to realise that the school – and society in general - values those who display desirable behaviour, good self-awareness and a sense of responsibility for their own actions. Staff are expected to implement the system of rewards consistently so that pupils and their parents or carers are continuously informed about their child's achievements.

House Credits are designed to enable staff to routinely provide pupils with an "instant" reward when they produce good work or display a helpful attitude, while **Positive Referrals** are appropriate for more exceptional circumstances, where the pupil has gone "above and beyond" normal expectations.

It is not possible to provide a comprehensive set of examples which covers every eventuality, but the list below indicates the recommended course of action for the most common ones:

Staff award a House Credit when:	Staff make a Positive Referral when:
• Pupil produces a good piece of work for homework or in class • Pupil makes an extra effort to improve his work in some way (e.g. presentation, accuracy) • Pupil works well as part of a group e.g. as leader, scribe or spokesman • Pupil makes a good contribution to class discussions • Pupil is very helpful eg with classroom displays or organisation • Pupil sensibly undertakes a helpful task eg escorting a fellow pupil who feels ill to the Office	• Pupil's work is **outstanding** • Pupil's work shows a **significant** improvement • Pupil takes a **clear leading role** in some way e.g. provides support for fellow pupils in their work • Pupil reaches 25, 50, 100 or more House Credits • Pupil is selected to take on a position of responsibility

Pupils and their parents or carers can see how many House Credits they have accrued via Talisman, while the staff version also shows a summary of House Credits by class or tutor group. The Referral routine in Talisman automatically allocates a House Credit whenever a Positive Referral is made and generates an e-mail message to the pupil, his parents or carers and his Tutor.

Pupils who make very good progress or display particularly good behaviour will also be rewarded through a mention in House Assemblies or in the News section of the Intranet or the termly ' Harveian' newsletter.

Sanctions

Unfortunately, there will always be the need for sanctions to help pupils realise that certain behaviour is not acceptable. A range of sanctions is available in order to provide an appropriate response to different circumstances, and each sanction is designed to help the pupil to modify his behaviour in line with our expectations.

When a pupil does not meet our expected standards, the sanction applied will depend on to the seriousness of the situation. A minor offence, such as arriving late for a lesson, forgetting equipment for a lesson, being off-task or not being dressed properly, would normally be dealt with by the classroom teacher simply reminding the pupil of our expectations and pointing out the consequences if it happened again, whereas a more serious transgression would lead to more formal sanction being applied and the incident logged in the Pastoral database.

Staff will apply the appropriate sanction according to the **Behaviour Management Procedures** flowcharts as given in Appendices B and C.

We do not expect staff to log every single transgression - only the more serious ones which generally need to be followed up in some way. For example, a pupil failing to hand in a single homework would not require a negative referral as this can be indicated by the Homework routines in Talisman. However, if a pupil repeatedly fails to do the work set, a negative referral would be made, with staff indicating the steps that they have taken to try to get the pupil to catch up on the missing work.

Similarly, as regards behaviour, staff will simply issue a rebuke to a pupil for minor misdemeanours unless the pupil responds inappropriately or continuously steps out of line. Where a negative referral is considered necessary, it will include details of the strategies employed by the member of staff to get the pupil to modify his behaviour.

Once a negative referral has been processed by the Head of House or Assistant Head of House, an entry will appear in the pupil's pastoral log and e-mails will be sent to the pupil and his parents or carers.

Senior staff will also add entries into the pastoral log to indicate actions taken and an analysis of how effective such interventions have been in securing an improvement to acceptable standards of work and behaviour.

In the more serious cases, parents will be invited in to school to discuss their son's poor behaviour with the appropriate members of staff - classroom teacher, Head of Department, Tutor, Assistant Head of House, Head of House or Deputy Headteacher. Parents may request access to their son's pastoral log.

Use of Exclusion

Exclusion from school is used sparingly in response to serious breaches of school policy or criminal law. This will apply mostly during school hours and whilst on a school trip, but may be extended to behaviour out of school hours in exceptional circumstances.

Each pupil is treated as an individual and particular consideration given to the fair treatment of pupils from groups who are vulnerable to exclusion.

The following behaviour is likely to lead to a fixed-term exclusion, as it seriously undermines our values and principles, and puts the learning and safety of others at risk:

- Behaviour which puts others at risk of danger, including bringing into school, or using on the school premises, any drug, alcohol or illegal substance
- Verbal abuse of staff
- Arguing with or defying senior members of staff
- Persistent bullying, racism, transphobia or homophobia
- Persistent disruption or defiant behaviour, which disrupts the learning of others and where pupils have been offered advice and support to amend their behaviour and have refused to do so
- Vandalism
- Theft

All incidents will be investigated before a decision is made to exclude. Pupils and staff involved, including witnesses, may be asked to write a statement. They may be questioned to clarify any missing or conflicting details. Parents/carers will be contacted at the earliest opportunity once a decision has been made.

Fixed-term exclusions are usually kept to between 1 and 5 days, with additional days being used for a serious incident, or for persistent poor behaviour. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. When a pupil is excluded, his parents/carers must ensure that he is not present in a public place during school hours, without reasonable justification.

Parents/carers will be expected to attend a re-integration meeting, following a fixed-term exclusion. This is an important opportunity to agree a way forward.

There are incidents for which permanent exclusion may be appropriate. A decision to permanently exclude would only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy or where allowing the pef to remain in school would seriously harm the education or welfare of the pupil or others in the school. Examples could include:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Undermining the ethos of the school through persistent failure to comply with school policies and handbooks

After any exclusion, if the parents/carers wish to complain, they have the right to make written representations about the decision to exclude, to the Governing Body. If they wish to do so, they should write to the Clerk of the Governing Body. In this case, dependent on the circumstances and length/type of exclusion, either a meeting of the Pupil Disciplinary Committee will be convened, or the Chair of Governors will supply a written response to the complaint.

Training

The Headteacher and senior staff will ensure that appropriate training on behaviour management strategies is provided for teachers and support staff to support the implementation of the policy.

Connection with Other School Policies

This policy is designed to be consistent with other school policies, particularly, Equal Opportunities, Special Educational Needs, Safeguarding and Anti-Bullying.

Involvement of Outside Agencies

The Deputy Headteacher (Pastoral) co-ordinates our liaison with a number of appropriate external agencies to meet the behavioural needs of pupils.

Review

The policy will be monitored by the Senior Leadership Team in conjunction with the Governing Body and will be formally reviewed every two years.

The named Governor will report on a regular basis to the governing body on the effectiveness of the policy. Any issues identified through the monitoring of this policy will be incorporated into the school's action planning.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Appendix 1

POLICY FOR THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

Section 550A of the Education Act 1996, which came into effect on September 1st 1998, allows teachers, and other persons authorised* by the Headteacher to have control or charge of pupils, to use such force as is reasonable in the circumstances prevailing at the time to prevent a pupil from doing one of the following:

- Committing a criminal offence
- Injuring himself or others
- Causing damage to either public or private property
- Engaging in any behaviour prejudicial to maintaining good order and discipline

All four situations apply equally whether a teacher, or other authorised person, is on the school premises or off site engaged in an authorised school activity.

* Such "authorised" persons would automatically include members of the support staff but would also include, on a temporary basis, voluntary helpers assisting with school activities, both on school premises and off site, since the involvement of such volunteers would have been sanctioned by the Headteacher.

Section 550A allows such authorised persons to use reasonable force to control or restrain pupils yet there is no legal definition of "reasonable force". Inevitably, therefore, whether or not "reasonable force" is used will depend on the circumstances of each individual case, with the underlying requirement that the degree of force employed must always be in proportion to the seriousness of the relevant incident and should always be the minimum necessary to achieve the desired result. Furthermore, before intervening physically, a teacher, or other authorised person, should seek to resolve the matter through non-physical strategies, acting throughout in a calm and disciplined manner. A teacher, or any other authorised person, should not intervene physically, however, where it is likely that his/her own well being could be placed at risk; in such circumstances, assistance should be sought at the earliest possible opportunity.

Typical Situations Where Physical Intervention Might Be Required

- When acting in self-defence
- When protecting another pupil from attack
- When seeking to prevent injury
- When trying to prevent vandalism/damage to public or personal property
- When dealing with a pupil who is being disruptive and who is refusing to obey instructions (such as that to leave the classroom).

Acceptable Forms of Physical Intervention

- Physically interposing oneself between pupils
- Blocking a pupil's path
- Holding a pupil
- Pushing a pupil

- Pulling a pupil
- Leading a pupil by the hand or arm
- In extreme circumstances only, restricting more seriously a pupil's ability to move

In no circumstances should any member of staff or authorised person act in a way which could cause a pupil injury, such as:

- Holding a pupil by the neck or collar, or holding a pupil face down on the ground, thereby impairing his breathing
- Punching, slapping or kicking a pupil
- Twisting a pupil's limbs
- Holding or pulling a pupil by the hair or ear

Neither should any pupil be touched in a way which could be considered indecent.

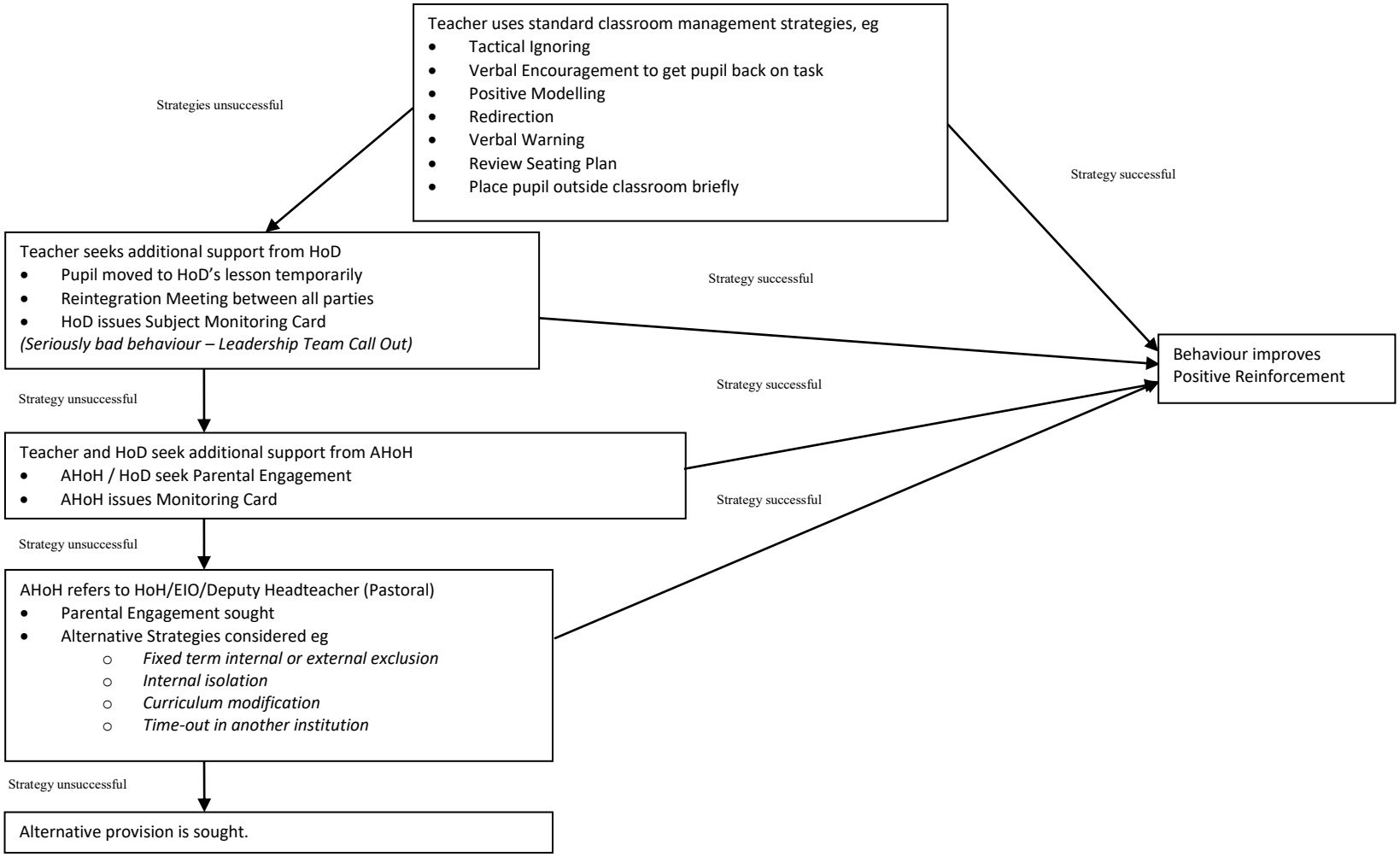
NB There are occasions when physical contact with a pupil will fall outside the ambit of Section 550A, as with techniques used during Physical Education lessons and whilst applying first aid. There will also be occasions when pupils in distress might require comforting. In such cases teachers, and other authorised persons, will need to use their own judgement as to what is appropriate at the time. Neither does Section 550A cover the various situations in which it would be considered reasonable for a person to use a significant degree of force as when s/he or another pupil comes under serious and/or prolonged attack although, in such emergency situations, it remains a legal requirement that the force used remains proportionate to the danger perceived.

Keeping Records

Where a teacher, or other authorised person, has been required to use force against a pupil, full details of the incident, together with the names of any witnesses, should be immediately recorded and a copy passed without delay to the Headteacher. It is also important that the parents of the pupil concerned are immediately informed about the incident and that a meeting is arranged with the parents in order to deal with the consequences of the incident, with the written record of that meeting being placed in the pupil's personal file.

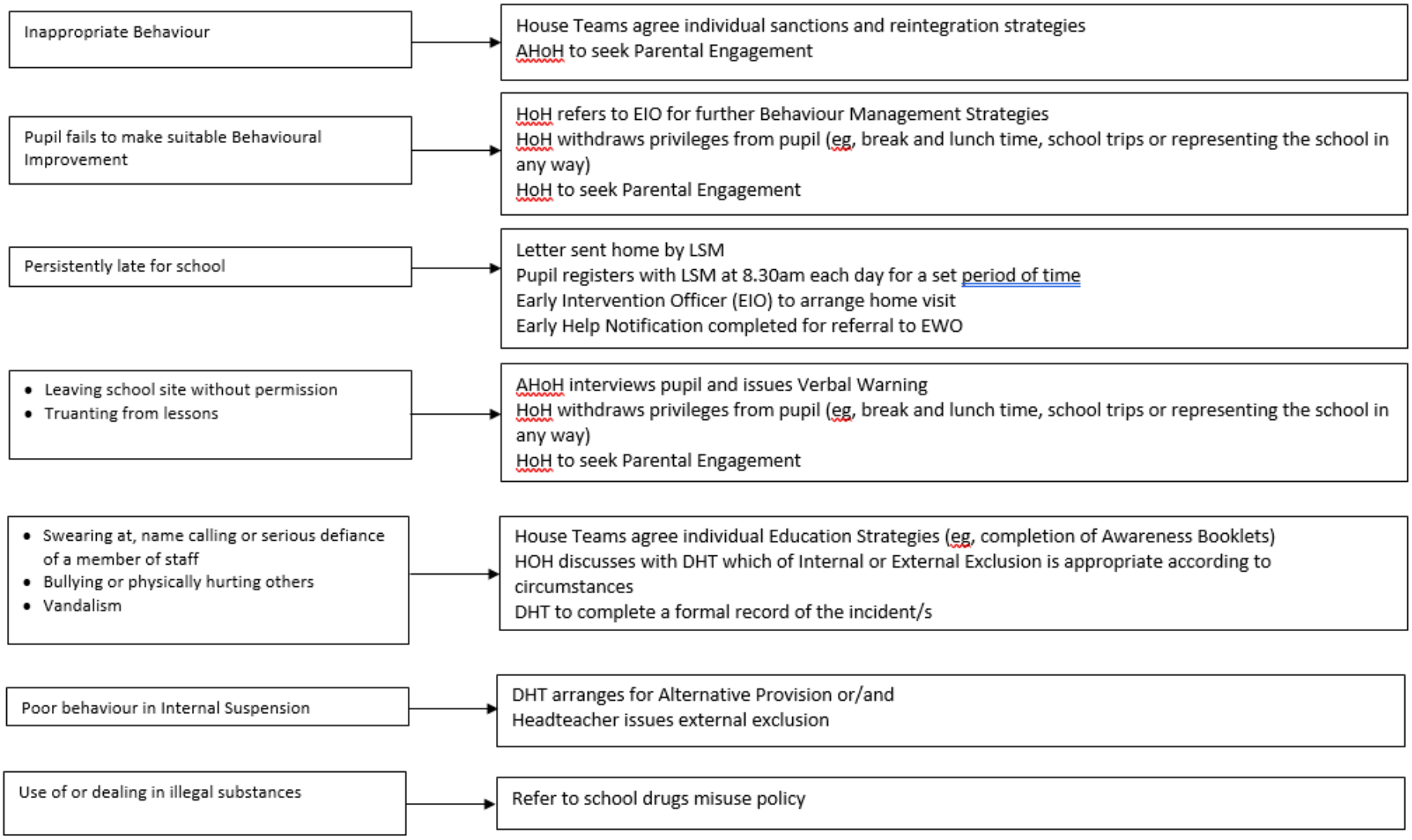
Appendix 2

BEHAVIOUR MANAGEMENT PROCEDURES
POOR BEHAVIOUR IN LESSONS



Appendix 3

BEHAVIOUR MANAGEMENT PROCEDURES
POOR BEHAVIOUR OUTSIDE LESSONS



Appendix 4

BEHAVIOUR ON THE WAY TO AND FROM SCHOOL

The school expects its pupils to behave appropriately on the way to and from school, and on all other occasions when in school uniform or representing the school. Pupils who travel to or from school on public transport have a personal responsibility for their own and others' safety during the journey.

We expect pupils to:

- Carry their travel passes for inspection on every journey. Only pupils in possession of a valid travel pass will be allowed to travel without payment
- Board and get off the bus one at a time in an orderly manner. They should not cross the road immediately in front of or behind the vehicle.
- Sit one person per seat and not change seats during the journey
- Remain seated at all times while travelling in the bus and to wear seat belts if they are provided (it is not the responsibility of the driver to ensure that passengers wear seat belts).
- Behave responsibly and sensibly at all times
- Be polite to members of the public who are using the bus
- Respect the rights of other passengers to travel in a pleasant environment without fear of bullying or any other form of distress
- Keep luggage or bags out of the aisles.
- Avoid causing any distraction to the driver during the journey (it is a criminal offence to distract the driver).
- Only use emergency doors, exits or equipment in a genuine emergency.

Parents and carers have a key role to play to ensure that their child is fully aware of his responsibilities when travelling to and from school. In particular, parents or carers:

- Are responsible for their child's safety while getting to and from the pick-up point and whilst they are waiting to board the vehicle.
- Should have a plan in place for their child in the event that the vehicle fails to turn up or is late as parents or carers are responsible for ensuring that their child attends school
- Should encourage their child to behave responsibly while waiting for the bus to arrive and at all times during the journey to and from school.
- Will be held responsible for any damage to the bus caused by their child and may be charged for it.
- Should be aware that unruly behaviour, smoking, using bad language, fighting or bullying will not be tolerated on the bus and drivers are instructed to report the individuals concerned. This could result in the withdrawal of transport for a specified period of time or, in the case of serious or persistent poor behaviour, permanently.

Appendix 5

MOBILE PHONE PROCEDURES

Pupils must not use their mobile devices during lessons unless the teacher has given his/her permission for them to be used as part of the lesson – for example, researching via the Internet.
It is totally inappropriate for any pupil to use a mobile device to take still or moving images of his peers or members of staff in school, or on the way to and from school. The school will take a very serious view of any school-based or school-related material that is up-loaded to a website and which reflects badly on the school.

Teacher Intervention:

1. If a pupil is using their mobile phone in a lesson without prior permission the teacher in the first instance will issue a verbal warning and instruct the pupil to put the device away.
2. If the pupil continues to use the mobile phone on the same or another occasion during the lesson they will be instructed to place it on the teacher's desk until the end of the lesson.
3. If a pupil refuses to hand over the phone a negative referral will be completed as soon as possible so that the House Team can challenge the pupil further and take the appropriate action – The teacher will avoid, if possible, a confrontation taking place with the pupil that interrupts the learning of others.
4. If a pupil refuses to hand over the phone and continues to use the phone in the lesson the teacher should contact the main office for a 'Leadership Team Call Out' – the duty member of staff will intervene and take the appropriate action.
5. Mobile devices will be confiscated if pupils use them inappropriately or irresponsibly and may be retained for a period of time determined by the House Team.

House Intervention:

1. If a negative referral has been completed by a teacher the House Team will firstly interview the pupil and issue a **first warning** making him aware of the future consequences - make the necessary checks to the referral to ensure the appropriate action has been taken and authorise the referral.
2. For the second negative referral, the House Team will make the necessary checks to ensure the appropriate action has been taken and authorise the referral. As part of the referral the Parents/Carers will be made aware that the pupil must hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day **for a period of one week**.
3. If a pupil refuses to hand over the phone and continues to use the phone in the lesson, the duty member of staff will take the appropriate immediate action and refer to the House Team. As part of the referral the Parents/Carers will be made aware that the pupil must hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day **for a period of one week**.
4. For the Third negative referral, the House Team will make the necessary checks to ensure the appropriate action has been taken and authorise the referral. As part of the referral the Parents/Carers will be made aware that the pupil must hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day **for a period of one term.**
5. Any further referrals will result in a **full ban on the use of a mobile phone device in school** – Heads of House or Assistant Heads of House will contact Parents/Carers directly to inform them - the option for the pupil to hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day will be agreed with Parents/Carers if necessary, dependant on individual circumstances.

BEHAVIOUR MANAGEMENT DURING THE CORONAVIRUS (COVID 19) PANDEMIC

This appendix has been created to help outline the behaviour management procedures and rules they will put in place once The Harvey Grammar school reopen. This appendix has been created in accordance with the latest government guidance surrounding schools' full opening in September 2020.

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.

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.

Attendance

- Attendance is mandatory for all pupils from September 2020.
- Non-attendance is managed in line with the schools' Attendance Policy.

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 designated time.
- Pupils are expected to participate in any infection control and social distancing measures before entering and exiting the school.
- 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.

Infection and Control

- The school's **'Re-opening Guidance for Pupils and Parents'** was circulated 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 some children including those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. Pupils will supported to adhere to the measures and their needs will taken into account.
- Pupils will remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff will reinforce this behaviour through teaching, rewards and supervision.
- Pupils are expected to wash their hands regularly during the day for at least 20 seconds with soap and water, and use the provided hand sanitiser in each classroom at the start of each lesson
- 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 should not share equipment or devices.
- The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection.
- The school understands that some pupils with complex needs may struggle to maintain good respiratory hygiene. If required, an individual risk assessment will be 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.
- If a pupil is deemed unable to fully adhere to infection control rules through no fault of their own, e.g. a pupil with SEND, they will not disciplined for poor behaviour in this regard – positive behaviour will be reinforced using praise and rewards.
- Pupils are not expected to wear face coverings on the premises but may do so if they wish in communal areas such as corridors.

Social Distancing

- Pupils should adhere to the social distancing measures put in place by the school, which are fully set out in the school's **'Re-opening Guidance for Pupils and Parents'.**
- Pupils should form orderly queues and be respectful and patient towards their peers.
- Pupils are expected to maintain as much distance as is practical between themselves and others and to ensure their time in close proximity to others is limited.
- Pupils have been placed into bubbles and they should not mix with other pupils outside this bubble whilst in school.
- Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

<u>In the diner</u>

- 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 while collecting and eating food.
- Pupils are allocated specific times and zones in the diner to help adhere to social distancing rules.

Moving around the School

- The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- Pupils should not linger in walkways, including stairs, and other communal areas without good cause. Pupils who purposefully and continuously linger in walkways and communal areas without good cause will be disciplined in line with this policy.
- Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the diner.

Ill Health and Infection

- 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.
- 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.
- The school has allocated suitable areas to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 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.

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 take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

School Uniform

- The school expects all pupils to wear uniform while in school, in line with the information provided in the 'Parent Handbook'.
- Parents do not need to clean their child's uniform any more often than usual.
- 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.

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.
- Pupils who are learning remotely off-site are expected to adhere to this policy and the e-Safety Policy, where applicable.
- The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
    - 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.
- Where discipline must be deferred until the pupil returns to school, the Headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.

Support for Pupils

- Relevant staff will work with pupils who are struggling to re-engage 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.
- Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- The **SENCO – Mr A Allon** 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 re-engage with school will be 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 will 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 **Designated Safeguarding Lead (DSL) – Mr A Allon** and his deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

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 Headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with this 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 will be informed and involved in relevant conversations.
- The timeframes set out in this policy remain in force, where practicable. 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 body decides whether any meetings should be delayed.
- The governing body will take reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

Close Contact Behavioural Management

- Behavioural Management which requires the use of reasonable force or restraint as a last resort is carried out in line with this policy under the section **'Appendix A: Policy for the use of Force to Control or Restrain Pupils'**

- 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 will be sent home and advised to test for coronavirus.

Monitoring and Review

- This appendix is reviewed in reaction to any new government advice by the **Deputy Headteacher (Pastoral) Mr A Allon.**
- Once the school resumes regular activity, and if deemed appropriate by the Headteacher, all sections within this appendix will expire.