

CARNFORTH BEHAVIOUR POLICY



APPROVED BY: Local Governing Body	DATE: 15/12/2020
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Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

It also complies with our funding agreement and articles of association.

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built upon the British values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The behaviour policy is in line with the DFE Behaviour and Discipline guidance, January 2016 and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The school has 4 values to guide children's behaviour;

To enjoy and have fun in school we:

- Learn
- Show Care
- Respect
- Keep Safe

These guidelines were developed by the whole school. Staff and pupils worked together to discuss helpful and hurtful behaviours and how we could avoid the latter. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We treat all children fairly and apply this behaviour policy in a consistent way, it is vital that children understand these rules and that we apply them consistently. Children must be given clear warnings and reminded that they need to be responsible for their own choices and actions. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Behaviour Management

The Restorative Approach

At Carnforth School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two or more children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- ✓ **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- ✓ **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- ✓ **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
- ✓ **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- ✓ **What do you think needs to happen next to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the zone boards to consider how they can make appropriate amends with the high-expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Implementation of the Restorative Approach

At Carnforth School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Friendship Ambassadors

From Year 3 – 6 two children have been voted to be friendship ambassadors and they will have training provided on organising and playing games and how to facilitate restorative justice for low level issues.

Zone board

The school uses a zone board to support the school's behaviour policy and school guidelines. It also provides a visual representation of the behaviour choices being made by individuals and whole classes. In some circumstances a child with additional needs

may have their own personal zone boards. Zone boards do not need to be transported round the school.

The zone board contains 5 coloured sections. At the start of both morning and afternoon sessions children's names are returned to Green if they were in Orange or Red before lunch time. A child may work their way up the ladder from orange/red to green but still has to do their 5/15 minute detention. It is an expectation that children should be in green or above because a child in green is following the school's rules and showing a positive learning attitude. The whole school's ethos, underpinning the behaviour policy isL

'It's good to be in green'

Children move up the zone board for both good behaviour and good effort. The two sections above green are silver and gold.

Active acts of kindness Self-assured learners Excellent attitude to learning Impeccable conduct Self-disciplined
Being a good role model by: Being Proud of achievements Enjoying the learning Working hard to Achieve success Respecting all adults and property
Being ready and prepared to do your best work at all times Taking care of yourself, others and our school Always being polite, helpful and co-operative Being in the right place at the right time
Answering back

Shouting out

Refusing to do as you are told

Teasing others

Wasting time, not getting on with your work

Lying

Writing on objects and in places you shouldn't

(books, walls and doors)

Leaving the learning environment

Using bad language

Destroying property like displays and pupil's clothes

Climbing

Physically hurting someone

Stealing

Rewards and Sanctions

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Rainbow points will be rewarded to children who make good choices in learning and behaviour. Order of colours and number of points
10R 10O 20Y 30G 40B 50Purple 60Rainbow
- Certificates each week during our celebration assembly when children are rewarded for showing resilience and achievement. These are displayed on the board for everyone to see.
- Stickers and postcards for outstanding attitude to learning, acts of kindness, civility or helpfulness within the school and the local community.
- Good to be green wall – certificates handed out each half term for children who make consistently good choices without the need for red and orange reminders. A small prize will be issued.

Sanctions

Good behaviour is an expectation at all times within our school however when required the school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

All children will receive a verbal reminder before a sanction is given. At a time where a child is making a poor choice, the child will be reminded of the school rules (displayed in each classroom) and asked to reflect on their behaviour, teachers will provide time for the child to think about their actions and to respond responsibly.

If a child then continues to display inappropriate behaviour then the child is moved down on the zone board.

Orange zone

A move to orange will result in a 5 minute break detention or lunchtime detention supervised by the class teacher. Once in orange, if the child's behaviour improves, the adult will move the child back to green. However if the child continues to display inappropriate behaviour the child will be moved to red.

Red zone

All red sanctions are recorded on a red behaviour slip (see the roles and responsibilities of staff) and recorded on Scholarpack. A move to red will result in a 15 minute detention with a member of the SLT.

This enables both the class teachers and members of SLT to monitor the level of disruption within the school ensuring the school can investigate and act on the causes of the child's behaviour thus maintaining high standards and a positive climate for learning.

Children will immediately enter red if any of the following behaviours are shown

- ✓ Writing on objects and in places they shouldn't
- ✓ Using bad language/Swearing/Sexual/Homophobic or Racial (parent/carer may be contacted if appropriate) these are also recorded on a log
- ✓ Leaving the learning environment
- ✓ Physical violence
- ✓ Purposeful Vandalism
- ✓ Climbing
- ✓ Stealing

Following repeated disruptive behaviour or 3 red sanctions in a half term parents will be contacted and will be expected to work in partnership with the school through a reporting system. This will be implemented for a fortnight. If poor behaviour choices continue, the child will receive a Pastoral Support Plan which will be discussed and written with parents and pupils at a mutually convenient time. These plans will be reviewed regularly (usually fortnightly). At this stage the school is likely to seek support from Behavioural specialists and other agencies within Childrens' Services.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the adult in charge may stop the activity and exclude the child from taking part. If absolutely necessary, a member of staff may restrain a pupil to ensure the safety of that pupil or others. Some staff have been trained in Positive Handling Techniques and must follow the school Positive Handling Policy.

If a child needs restraining frequently then in accordance with our Physical Restraining Policy we will, with parents, produce a positive handling plan for that child.

Physical Restraint should only be used as a last resort.

Bullying

This school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (See School Anti-Bullying Policy).

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Outside school and the wider community

Carnforth School has developed a good reputation over the years.

Pupils at Carnforth School must agree to represent the school in a positive manner. The guidance laid out in the school values of conduct applies both inside school and out in the wide community, particularly if dressed in school uniform.

Complaints from members of the public about bad behaviour from pupils at Carnforth School is taken very seriously and will be investigated fully.

Training of staff

At Carnforth School we recognise that early intervention can prevent poor behaviour. As such, teachers will receive training in identifying potentially 'at risk' pupils. Teachers and support staff will receive training on the behaviour policy as part of their new starter induction.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of reasonable force in schools (2013). Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Any pupils with disabilities that mean that they need frequent handling will have a risk reduction plan written for them through liaison between LA advisors, parents and the school.

Behaviour management will also form part of continuing professional development.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons

should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Roles and Responsibilities

Role of Governors

The governing body will review this policy in conjunction with the head of school and monitor policy's effectiveness, holding the head of school to account for its implementation. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head of school in carrying out these guidelines.

The headteacher, supported by the Pastoral Team, has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Role of the School Leadership Team including the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher alongside SLT review records of all reported serious incidents of misbehaviour on a weekly basis.

The headteacher delegates to a member of the SLT/Pastoral team who keep records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

The headteacher alongside the local governing body is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The role of the staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.
- Recording children who enter orange on the Zoneboard (date, time and nature of the incident must be recorded) on Scholarpack.
- A child who enters the red on the Zoneboard. When this happens a red behaviour report must be completed providing more detail. The red behaviour report must be handed into SLT on the day during the red detention session this allows incidents of misconduct to be monitored across the school.
- Contacting a parent if there are concerns about the behaviour or welfare of a child.
- Treating each child fairly and enforce the behaviour policy consistently.
- Treating all children in their class with respect and understanding.
- Discussing the needs of a child with the Senior Leadership Team and liaise and work with the SENDCo and Pastoral Lead.
- Completing relevant paperwork in accordance with the SLT including:
 - PSPs reviewed at least every 2 weeks
 - Risk Reduction Plans: completed when a child is at risk and monitored at least termly or when there is a change of circumstance.
 - These must be read by all staff.
 - They must follow the advice provided to support and guide the progress of each child.

Role of parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct/home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Fixed-term and permanent exclusions

The school follows the statutory guidance from the DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England.'

In exceptional circumstances or where there is continuation of bad behaviour or lack of co-operation in improvement the school may exclude a pupil. Exclusions can be fixed term or permanent.

Only the headteacher (or the acting head of school) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The local governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

For further information fixed term and permanent exclusions please refer to the school exclusions policy.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on its effectiveness.

The Pastoral team monitor and analyse all behaviour slips both rewards and sanctions. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy needs to be considered in conjunction with the following policies:

- Safeguarding
- Anti-Bullying (including Cyber Bullying)
- Positive Handling

- Complaints Procedure
- Exclusions
- Online Safety
- SEND
- Attendance

Appendix 1

This implementation in Carnforth School is in line with the Government's Guidance:
Coronavirus (COVID-19)- implementing protective measures in education and childcare settings.

All pupils will be taught how to prevent the spread of COVID-19.

Social distancing measures:

All pupils and adults will be assigned to a group and these will not change – there will be a distance of two meters between pupils and adults, where possible. Pupils will use the same classroom and toilets and adhere to marked zones in the outdoor environment – moving safely at all times.

Washing of hands:

Pupils and adults will clean their hands regularly with soap and water for at least 20 seconds and dry thoroughly. This should be done on arrival at school, before and after eating and after coughing or sneezing. For younger pupils, physical support will be available.

Wiping down tables and equipment:

Pupils and adults will wash down their tables and equipment on entering the classroom and leaving the classroom. This will include break and lunchtimes where playing equipment will be available. For younger pupils, physical support will be available.

Appendix 2

Sanctioning and praising pupils:

All adults will teach and implement the following rules:

Clean your hands regularly with soap and water

Out of your mouth – keep your hands away from your nose, eyes and mouth

Move safely around the school

Be alert, stay safe!

Always stand 2 meters away from pupils and adults

Tissues – keep them on you and dispose of them immediately after coughing or sneezing

Pupil sanctioning:

It is the responsibility of the class teacher and support staff to ensure that the new rules are enforced in their class and that their class behaves in a responsible manner **throughout the whole of the school**, at all times. Praising and sanctioning pupils will be in line with the current Behaviour Policy. The class teacher will be responsible for holding detentions in their classrooms and discussing the sanction with the child's parents.

Bullying/Harrassment

Any form of bullying or harassment towards pupils who have had, currently have or suspected to have coronavirus is not tolerated. This behaviour is addressed in line with this policy and the anti-bullying policy.

Manage behaviour of Remote Learning

Pupils who are learning offsite are expected to adhere to this policy, the Remote Learning Policy and the Acceptable Use Agreement where possible.

The school expects pupils who are remote learning to uphold behaviour at all time and to:

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

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments may need to be in place.

Where discipline must be deferred until the pupil returns to school the head teacher/head of school informs the pupils parents via letter and the pupil will be disciplined when it is safe to do so.

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.

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

The **SENDCO** 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 returning 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

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.

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 headteacher/head of school 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 **headteacher/head of school** liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the **governing board** meets to discuss reinstatement within 15 school days.

Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

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.

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.

If it is decided, as per the criteria in the **Exclusions Policy**, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

In the event that a remote access meeting is necessary, the **governing board** ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.

The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.

Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.

Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.

Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting
- A named person is indicated to whom participants can address questions beforehand
- The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run

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.

The school will make every reasonable effort to avoid excluding any looked-after child.

Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.

Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

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 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

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 **headteacher/head of school**.

Once the school resumes regular activity, and if deemed appropriate by the **headteacher/head of school**, all sections within this appendix will expire.

