

Behaviour Policy

Date of Policy: Spring Term 2020
Review Date: Spring Term 2022
(Review date: July 2020 due to appendix 4 Covid-19.)

The following policy covers all children. Some aspects are more appropriate to certain age groups, and there is a legal obligation to include certain elements of this policy.

Ethos of the school

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 Catholic community, whose values are built on mutual trust and respect for all. The school's 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.

Aims

- To achieve high standards of behaviour through simple rules and a consistent approach to behaviour issues.
- To promote good manners.
- To ensure adults and children treat each other fairly and with respect.
- To employ a whole school system of rewards and consequences.
- To ensure that all behaviour issues including bullying are dealt with as soon as possible.
- To share policy and practice with parents.

Bullying

The 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. (see anti-bullying policy)

Positive behaviour through the curriculum

High expectations of good behaviour are in every area of the curriculum but are taught explicitly through PSHE and Collective Worship.

The Golden Rules – Classroom

The class teacher will discuss and agree the rules with each class; these are displayed in every class. Each class may add one or two rules that they feel are specific to them.

1. We are gentle – we don't hurt others
2. We are kind and helpful – we don't hurt anybody's feelings
3. We listen – we don't interrupt
4. We are honest – we don't cover up the truth
5. We work hard – we don't waste our own and other's time
6. We look after our property – we don't waste or damage things

Rewards and Consequences

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

- Teachers congratulate children.
- Teachers give children house points or class points e.g. pasta jars.
- Each week, in Foundation Stage and Key Stage 1, we nominate a child from each class to be 'star of the week'.
- Each week children in Key Stage 2 are nominated for merit or conduct awards in each class and these certificates are presented in praise assembly.
- House captains and prefects present certificates to children who have behaved well at lunchtime
- House points are added up and a sticker on the wall chart shows the winning house for the week and the running total of weeks won.
- We distribute house points and stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to show good work in a praise assembly each week.
- At the end of each term, trophies are awarded for effort, progress and achievement in each department.
- Sports trophies and certificates are given out and any child who has achieved in anyway outside school, is encouraged to bring in their trophies, medals, certificates, brownie badges etc. to show the other children.
- The basis for discipline is the 'Golden Rules'. Each week we emphasise one particular rule and the following week at Monday whole school assembly, a certificate is presented – one in each class and their name added to the 'Golden Rules Tree' in the Hall.

All children have the opportunity to monitor their behaviour on a reward chart towards a 'Golden Ticket'. A prize draw will take place once a week in class as well as once a term for a whole school larger prize. Each day the slate is wiped clean and children have the opportunity to move up the chart. If behaviour falls below expectation, they will be given a verbal warning. If the behaviour continues, children move down the chart into consequences. These consist of 'time outs' in the following day's break time up to a maximum of 15 minutes when a parent or guardian would be informed. Pupils have the opportunity to move back up the chart with positive behaviour.

Lunchtime Consequences

1. Discussion with the Lunchtime Organiser to try and resolve the issues
2. Time out at a designated spot on the playground
3. Issue discussed with class teacher at the end of lunchtime

Serious behaviour issues or use of bad language will result in being sent to the deputy or Headteacher and a missed play or lunchtime. Parents may be contacted if behaviour does not improve.

Support for pupils whose behaviour indicates significant problems

The school offers a variety of support for children whose behaviour causes significant problems to themselves or others. Our Pastoral Support Team who will offer nurture and therapeutic sessions in school. The team may assess individuals to help identify the most significant areas of concern and set relevant targets for improvement with the child. The school may instigate an internal support plan which is discussed with parents.

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The school may refer a child to the Behaviour Support Team arm of the Targeted Education Support Team for support and advice. In all instances parents will be involved in supporting the child to improve.

The school offers counselling from a trained Play Therapist and Wigan Family Welfare if required. There is also the option of referral to an Educational Psychologist, the Primary Child Mental Health Team.

School's power to discipline beyond the school gate

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, anywhere off the school premises, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

A teacher may discipline a pupil for:

Any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

The pupils at our school are expected to follow the requirements of the Home School Agreement which has been signed by the Headteacher, parents and child. (Appendix 2)

Use of physical intervention to control or restrain pupils

All members of the staff are aware of the regulations regarding the use of positive handling and physical intervention as set out in the school discipline chapter of the Education and Inspection Act 2006 and the Revised Guidance on the education of young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder

Staff in school have been trained in use of positive handling. Children who regularly require the use of positive handling will have an individual Positive Handling Plan which will be developed in discussion with parents. Use of positive handling will be reported to parents and the incident written up and stored on the child's record.

Where necessary a child may be removed from class using positive handling when their behaviour may cause them to injure themselves or others or puts other children at risk. We have a quiet room available with bean bags and cushions to give them time to calm down and be supported by staff. A child will never be left alone but staff may stand outside the

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door if the child is physically violent towards them and is causing injury. They will be able to see the child at all times and the door has no lock on it. If restraint is judged to be the best cause of action this will be used to try and calm the child. A child will never be left alone if they are injuring themselves. Minimal calming physical interventions may be used to prevent this where deemed necessary by a senior lead, in accordance with policy.

This course of action is for short periods of time only. If a child is still very anxious or angry and is causing themselves or others injury parents/carers will be phoned to agree next steps.

Some examples of where reasonable physical intervention might be used are:

To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;

To prevent a pupils causing deliberate damage to property;

To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;

To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;

To prevent a pupil behaving in a way that seriously disrupts a lesson; or

To prevent a pupil behaving in a way that seriously disrupts a school event or visit.

The actions of the staff will always be in the best interests of the child and are in line with government guidelines on the Use of Force. Under no circumstances will physical intervention or restraint be used as a form of punishment.

Exclusion

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a child, she 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 governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a 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 child was excluded and any representation made by the parents and the LA.

Searching pupils and their possessions

There is now specific legal guidance for confiscating inappropriate items. The Headteacher can authorise a search of pupils' outer clothing or their possessions (including bags) without

their consent if there is reasonable grounds for doing so. Reasonable physical intervention may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag, tray and punish them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupils and another member of staff.

Confiscated items such as mobile phones and ipods will be returned at the end of the school day.

Any child requiring the use of a mobile phone after school should drop it off at the school office at the beginning of the day. (This is pre Covid-19 children now hand their mobile phones to their class teacher.)

Medication, Drugs and alcohol

It is the policy of St Wilfrid's school that no child should bring any drug, legal or illegal to school. If a child will need medication during the school day, then the school medical policy applies. The parent should notify school and ask for permission for the medication to be brought by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom (e.g. inhalers). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

Dealing with allegations of abuse against teachers and other staff

Whilst all allegations of abuse must be taken seriously, the quick resolution of those allegations will be a clear priority to the benefit of all concerned.

In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded, or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached to school behaviour policy. The school will therefore consider whether to apply an appropriate sanction such as a fixed term or permanent exclusion. There may also be a referral to police if there are grounds for believing a criminal offence may have been committed.

All allegations should be reported straight away to the Headteacher or the Chair of Governors if the Headteacher is absent. The Headteacher or the Chair of Governors may contact the Local Authority Designated Officer (LADO) to provide advice and monitor the case.

Support available through school and the LA for parents/guardians in developing their child's social, emotional and behavioural skills

Examples:

- The Startwell Team
- Local Startwell Centre

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- The Early Help Process
- Pastoral Support Plan (led by the LA)

Training

All staff are required to undertake regular training on behaviour and associated positive behaviour strategies and other interventions.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors, may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with all other relevant school policies.

During the writing of this policy account has been taken of the Equality Scheme and vulnerable pupils. (Appendix 3)

Signed: _____ Headteacher

Date: _____

Signed: _____ Chair of Governors

Date: _____

Appendix 1

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [See National Strategies guidance]

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is thus only an approximate mapping.

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents’ cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. • To ask parents to sign a Home School Agreement 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils’ good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills.

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when their child joins the school	<ul style="list-style-type: none">• To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.• To work with other agencies to promote community cohesion and safety.
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PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Headteacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the Headteacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion. • To sign and adhere to the terms set out in the Home School Agreement



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Appendix 2 Home School Agreement – Framework

1. Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Catholic Church and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

2. The School

The school will:-

- encourage children to do their best at all times;
- provide a broad and balanced curriculum and aim to meet your child's individual needs;
- operate a code of good behaviour and discipline to ensure a safe and caring environment;
- regularly communicate with the family on all aspects of their child's welfare and education;
- encourage the child to take care of their surroundings and others around them.

Headteacher's signature (for the school)

3. The Family

The family will:-

- make sure the child attends regularly, punctually and properly equipped;
- adhere to the school attendance policy;
- support the school's Golden Rules – see overleaf;

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- inform the school of any concerns about health, education, behaviour and general welfare;
- attend open evenings to discuss child's progress each term.

Signature (for the family)

Golden Rules

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

4. The Child

I will:-

- do all my classwork and homework as best I can;
- follow the Golden Rules;
- bring the equipment I need every day;
- take school letters home and give them to my family;
- wear full school uniform.

Signature

5. Together

Together we will:-

- tackle any special needs;
- support child's learning to help them achieve their full potential.

Appendix 3

Taking account of race, religion and culture

Key Points

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- Schools should ensure staff are well informed about cultural differences in behaviour and their implications.
- Schools should support newly arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

Taking account of SEN, disability and the circumstances of other vulnerable pupils

Key Points

- Schools must make reasonable adjustments in the application of their behaviour policy to disabled pupils.
- Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- Schools should identify at-risk pupils in advance.
- Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- Schools should ensure that all those in contact with the pupil know what has been agreed.
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- Schools should ensure that all staff are aware of appropriate referral procedures.

What the law says

- i. Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

4. Appendix 4

Behavioural Management during the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations 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

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2 Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3 The school informs parents of any changes to provision outlined in this policy.
- 1.4 The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5 Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6 Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7 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.
- 1.8 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

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

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- 2.2 Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 2.3 The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.
- 2.4 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.

3. Hygiene and infection control

- 3.1 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.
- 3.2 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.
- 3.3 Younger children should stay in their class groups 'Bubbles' and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 3.4 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.
- 3.5 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 3.6 Pupils are expected to dispose of tissues using the litter bins provided.
- 3.7 Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 3.8 Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 3.9 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.
- 3.10 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

- 3.11 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.
- 3.12 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.

4. Social distancing

General

- 4.1 Pupils adhere to the social distancing measures put in place by the school.
- 4.2 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 (Bubbles).
- 4.3 Where it is 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.
- 4.4 Pupils are placed into classes of no more than 10 pupils and they are not permitted to mix with other pupils outside this class, unless instructed to do so by their class teacher'
- 4.5 Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 4.6 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.
- 4.7 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

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

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Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

- 4.9 The school does not permit close-contact sports, play or activities at this time.
- 4.10 Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- 4.11 Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

- 4.12 Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

5 Moving around the school

- 5.1 The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 5.2 The school prohibits pupils from lingering in walkways and other areas without good cause.
- 5.3 Pupils may leave the classroom to use the toilets one at a time, with permission from a member of staff.
- 5.4 Pupils who purposefully and continuously linger in walkways and other areas without good cause are disciplined in line with this policy.

6 Ill health and infection

- 6.1 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.
- 6.2 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.
- 6.3 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.
- 6.4 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.

7 The school premises

- 7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2 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.

8 Breaktime and lunchtime arrangements

- 8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2 Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.
- 8.3 Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between groups, unless authorised by the member of staff responsible for a given group.

9 School uniform

- 9.1 During the 5 week period of time between 15th June 2020 till the end of the summer term 2020 pupils will be expected to wear their own clothes for school. (School uniform is not required) Parents will be reminded that 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
- 9.2 The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy after this period of time.
- 9.3 Parents should ensure that their children attend school in clean clothes each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.

10 Managing the behaviour of remote learners

- 10.1 Pupils who are learning remotely off-site are expected to
 - Complete the work that has been set and return it on time, to the best of their ability.

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- 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.
- 10.2 The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place.
- 10.3 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.

11 Exclusions

- 11.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 11.2 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.
- 11.3 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.
- 11.4 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.
- 11.5 The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 11.6 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.
- 11.7 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.

- 11.8 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.

12 Rewards and discipline

- 12.1 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.
- 12.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3 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.
- 12.4 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.

13 Close contact behavioural management

- 13.1 Behavioural management which requires the use of reasonable physical intervention or restraint as a last resort is carried out in line with the Positive Handling Policy.
- 13.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable physical intervention or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.3 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.
- 13.4 If a member of staff develops coronavirus symptoms after using restraint or reasonable physical intervention, they are sent home immediately and advised to test for coronavirus.

14 Monitoring and review

- 14.1 This appendix is reviewed in reaction to any new government advice by the headteacher.
- 14.2 The date of the next review is date July 2020.
- 14.3 Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.

