

**CROSSCANONBY ST JOHN’S SCHOOL BEHAVIOUR and ANTI-BULLYING POLICY**

**At Crosscanonby St John’s we believe that children should be able to come to school happy and unafraid and that whilst at school they should be able to enjoy equality of opportunity without fear of bullying from adults or children, regardless of age, race, culture, gender, disability or ability.**

**Aims**

The school is committed to upholding high standards of behaviour throughout the school community. This links with the school’s aim to promote the personal development of the “Whole Child” through every area of its school life.

Personal Values are to be emphasised in relation to:

a) Self (e.g. self-esteem, self-discipline, self-control, self-respect and self-

motivation).

b) Others (e.g. tolerance, compassion, co-cooperativeness, sensitivity, love.)

c) The wider community (e.g. conflict and peace-time, human rights,

 environmental issues, equal opportunities.)

The school aims to promote good behaviour through positive reinforcement, but in order to ensure that school is a safe environment for all, discipline does have to be imposed when required.

All children and young people at Crosscanonby St John’s CE Primary School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our Anti-Bullying and Behaviour Policy outlines how instances of poor behaviour and bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. As a school we strive to include parents as their input and support is valued, regardless of whether their child is a victim or a bully. The school realises that it is important for parents to understand that as a school we value their contributions and that their concerns will always be heard and appropriate action taken.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property. Staff will be supported by senior members of staff and the Governing Board if the use of reasonable force is deemed necessary, and suspension of staff is not an automatic response if a member of staff is accused of using excessive force. (See Positive Handling Policy)

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school’s response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school’s policies which are communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bad behaviour and bullying at our school. There is a zero tolerance policy in place at Crosscanonby St John’s CE Primary School.

These aspects of behaviour reflect the general ethos of the school and the school rules support them in the day-to-day life of the school. (Members of the school community means pupils, staff, parents and governors)

**Moral Guidelines**

A code of behaviour based on the following moral guidelines has been agreed.

All members of the school community should

* Respect the rights and property of others.
* Ensure the fair and equal treatment of all regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability
* Help others less fortunate/weaker than ourselves.
* Act considerately towards others.
* Take personal responsibility for one’s actions.
* Tell the truth.

**School Rules**

These are agreed with the pupils.

* Mobile phones and electronic games are not permitted in school or on off site visits and activities. Should a pupil be found using a mobile phone or hand held game on site or when on a school trip, the item will be confiscated and only returned to the parent, carer or guardian.
* Verbal abuse/bullying of others is not acceptable.
* Physical abuse/bullying of others is not acceptable.
* Use of bad language is not acceptable.
* Work and homework is to be completed on time and to an acceptable standard.
* Distracting others in class is not acceptable.
* Shouting out or interrupting others is not acceptable.
* School uniform is worn by all pupils.
* The school will not tolerate the presence of any illegal substance on the premises. (The school has a full ‘Drugs’ Policy in line with LA guidelines. Children are taught about substance misuse through the Science, RSE and PSHE Curriculum from KS1 upwards.)
* Smoking and the use of e-cigarettes (vaping) is not permitted anywhere on the site.
* During the COVID-19 pandemic additional rules apply- see addendum.

**Code of Practice**

Staff are to set an example to the pupils in the area of tidiness and respect for school property. This will involve talking to the children about keeping their school environment attractive, avoiding wastage, and taking responsibility for their individual and shared spaces. There will also be an emphasis on explaining the reasons for the rules, and the aim is to maintain a consistency of approach. For any misdemeanours, staff **ask** pupils to stop, **tell** pupils and **then impose sanctions**, usually loss of play-time. Whenever possible the school reinforces and praises good behaviour in a positive way. The school promotes positive behaviour through rewards system of:

* Stickers
* Sharing with other staff
* Achievement assemblies (during the COVID-19 pandemic these are class based only)
* Small prizes/treats
* Special privileges
* Additional break times

A code of practice is necessary to combat the few children who may persistently break school rules. Constant communication between staff and parents over pupil’s behaviour, both good and bad, is essential to the process. Recognition of good behaviour is as important as reproval of bad.

**Actions**

* Where an incident of stealing is suspected the staff will first discuss the matter with the child/children. School staff can search a pupil or their possessions **with their consent** for any item. (The ability to give consent may be dependent on age or other factors- the Executive Head teacher to determine.)
* For items specifically banned under school rules, or for prohibited items (knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks or pornographic images), staff can search a pupil or their possessions **without consent.**
* Major incidents, such as deliberate verbal or physical abuse of staff or pupils must be reported to the Executive Head teacher immediately.
* All staff may use reasonable force to either control or restrain pupils under the guidelines within the Positive Handling policy.
* A pupil may then be excluded from the school for any serious and urgent cause that the Executive Head considers reasonable.
* Minor incidents, which may cause for concern need to be monitored, and if persistent or of an unusual nature may have signed and dated notes kept.
* The school uses a restorative justice approach to deal with incidences of poor behaviour.
* Pupils who persistently disrupt others will initially be moved within in the class to a seat where they cannot disrupt others and will be asked to complete work in silence. Further persistent disruption in class may lead to a pupil being sent to another classroom to complete set work. Any further disruption would result in the child being sent to the Executive Head teacher’s office to complete work.
* Children found to be in possession of any illegal substances may face temporary exclusion with counselling from suitably trained persons. In the event of a child revealing a knowledge of drugs, teachers cannot guarantee confidentiality.
* Disciplinary action will be taken against any pupil found making malicious accusations against members of staff. This would in the first instance involve the executive Head teacher discussing the matter with the pupil and the member of staff concerned. The Chair of Governors would be informed and parents would then be invited to discuss the matter with both the Executive Head and the Chair. Pupils would be expected to explain and apologise in person to the member of staff, with parents, Executive Head teacher and Chair present. Sanctions would then be agreed by all and imposed in line with this policy.

**Action Plan for When Behaviour Remains Consistently Bad or Causes Extreme Concern**

Persistent breaking of the rules would recorded and reported to the executive Head teacher. A meeting with the parents may be desirable to discuss the school’s concerns, resolve the issues and draw up a behaviour plan.

After five incidents have been logged of a reasonably serious nature, parents are to be contacted by the Head teacher and given a verbal warning. Governors are to be informed of this action.

Any further incidents will incur a written warning to the child’s parents/guardian/carer.

Following these steps if there was no change in behaviour and no alternative the school would consider starting exclusion procedures, using the School Exclusion Policy.

**It must be emphasised that this is a last resort and that the school would take all reasonable steps to avoid excluding a child unless it was felt that to allow the child to remain in school would be seriously detrimental to the education and welfare of the pupil or to that of others at the school.**

**What is bullying?**

Many different kinds of behaviour can be considered bullying. Bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual, resulting in it often being difficult for a victim to defend themselves.

More recently, ‘Cyberbullying’ – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – has begun to occur more frequently within society. Despite children not being permitted to bring mobile phones/electronic devices into school, incidents that occur outside of the school day can in turn affect individuals whilst in school.

**Categories of bullying (in more detail) include:**

• **Verbal** – name calling, imitating, teasing, insulting, spreading rumours, swearing and making threats.

• **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion.

• **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.

• **Cyber** – online threats and intimidation, harassment/’cyber-stalking’, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

**Bullying is generally characterised by:**

* **Repetition:** Incidents are not one-offs but frequent and happen over a period of time.
* **Intent:** The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.
* **Targeting:** Bullying is generally targeted at a specific individual or group.
* **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

**Prevention**

**‘Prevention is at the forefront of our Anti- Bullying Policy.’**

At Crosscanonby St John’s School we will always encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work, with all staff members receiving some training on identifying and dealing with bullying. Good behaviour is rewarded and celebrated in different ways within classes. Teachers use age-appropriate techniques for rewarding and inspiring children to behave well. All members of the school community will be made aware of the school’s Behaviour and Anti-Bullying Policy.

**In School**

Bullying will be discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons and whole school assemblies. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, for example, drama productions, sporting activities, cultural groups.

Staff will, when they are made aware of, or identify potential victims of bullying, draw individuals into working groups with children who do not abuse or take advantage of them - changing and organising seating arrangements in class to also help to prevent instances of bullying.

A safe, supervised place, such as the library, will be available for pupils to go to at lunch if they are involved in conflict with their peers or wish to avoid a bully.

**Actions To Be Taken If Bullying Is Reported:**

Staff will treat reports of bullying very seriously and will not ignore suspected bullying.

Reported or observed unpleasantness from one pupil towards another will always be challenged, with action being taken - this applies to all staff, not only teaching staff.

Children are encouraged to talk to a member of staff – thus allowing the bullying to be dealt with quickly and effectively.

 All children involved in such incidents will be monitored closely following an incident(s), and support will be given to all to ensure all bullying has stopped.

**Crosscanonby St John’s School will follow this procedure:**

Minor incidents will be reported to the pupils’ teacher, who will investigate the incident, and inform the Executive head teacher of the incident and outcome of talking with the children involved.

If a pupil is injured they will be taken immediately to an appropriate first-aider.

If the bullying continues following initial investigations, the victim, alleged bully and witnesses will be interviewed separately by the class teacher and the Executive head teacher together, in a quiet room (eg: office/staff room). The children will be advised not to talk about these discussions with other children until the situation is resolved and stopped. Staff will take great care not to make premature assumptions, but will listen carefully to all accounts, be non-confrontational and will not attach blame until their investigation is complete.

A problem-solving, restorative justice approach will be used, with both parties asked to suggest ways they could have improved the situation, and how such behaviour can be avoided in the future.

**Record keeping:**

The teacher who conducted the interviews will write out a brief summary of the incident. A separate interview sheet will be completed for each pupil involved. This record will then be forwarded on to the Executive head teacher, who is responsible for holding all records centrally.

**Actions:**

If it is concluded, following investigations, that bullying has taken place, the class teacher and Executive head teacher will help the pupil to understand the consequences of their actions and warn them that there must be no further incidents. They will try to make the pupil realise and understand the distress they are causing and how crucial it is that they change their behaviour. The pupil will be informed of the type of sanction to be used in this instance and what future sanctions will be if the bullying continues.

The class teacher/ Executive head teacher will, if possible, try for reconciliation and a genuine apology from the bully -but only with the victim’s full consent.

The Executive head teacher will maintain close contact with parents of all children involved, informing them of all action that is taken.

All staff (predominantly the class teacher) will informally monitor the pupils involved over the next half-term.

**Sanctions:**

Crosscanonby St John’s School do not take serious unacceptable behaviour breaches lightly and will not hesitate to act in the best interest of the pupils within the school. Teachers have the freedom to impose sanctions as they see fit dependent on the specific situation:

• In the first instance, the class teacher will investigate the incident, and inform the Executive head teacher of the incident and outcome of talking with the children involved.

* If the pupil does not stop immediately, they will receive an in-school sanction (eg: loss of playtime) and the Executive head teacher will directly intervene.
* If the bullying and inappropriate behaviour continues, the Executive head teacher will contact the pupil’s parent/carer/guardian to advise them of the child’s behaviour and action that may be taken.
* Where pupils display aggressive and/or threatening behaviour, Crosscanonby St John’s CE Primary School will not hesitate to take further action and impose sanctions; this may include a fixed term exclusion or contacting the police.

**Bullying outside of the school:**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct. If the children are not on school premises and therefore not under the lawful charge of a school staff member and bullying outside school is reported to school staff, it will be investigated and appropriately acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

The Executive head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**Support For The Child Being Bullied:**

The class teacher will informally check whether the bullying has stopped on a regular basis (daily initially). The Executive head teacher will formally check whether the bullying has stopped the week after the bullying, and will continue to do so until confident that it has stopped.

If bullying is repeated, the child will be encouraged to tell a trusted adult in school immediately.

**Follow-up:**

The progress of both the bully and the victim will be monitored by staff. If the incident was sufficiently serious, follow-up correspondence with parents after the incident may be necessary. This should be from the Executive head teacher.

Pupils who have been bullied will be continually supported and reassured by all trusted adults school.

Pupils who have bullied others will be supported by being able to discuss what happened, reflecting on why they became involved and receiving a consequence to their actions. They will be encouraged and guided to understand what they did wrong and why they need to change their behaviour, with parents and carers also being invited to support.

**Roles and responsibilities:**

* It is the responsibility of all staff to be alert to the safety of pupils and deal with incidents of poor behaviour and bullying as the highest priority.
* The governors will evaluate and review the Behaviour and Anti-Bullying Policy, and will ensure that it is non-discriminatory.
* The Executive head teacher will review and amend the policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. The Executive head teacher will keep a record of all reported incidents and provide appropriate training for staff members.
* Class teachers will be alert to social dynamics in their class and be available for pupils who wish to report bullying. They will also provide follow-up support following bullying incidents.
* All school staff will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the class teacher of such observations.
* Parents/carers should inform their child’s teacher if they are concerned that their child may be bullied or be involved in bullying.
* Pupils should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, pupils should walk away from any dangerous situations and avoid involving other pupils in incidents. Pupils should be advised to retain all evidence of cyber-bullying.

**LEGAL ISSUES RELATING TO BULLYING:**

* Under the Equality Act 2010, the school has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it. **Staff are aware that reasonable adjustments to behaviour expectations set out in this policy must be made for children with SEND.**
* Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Head teachers has acknowledged this, adding to their guidelines that head teachers must ‘satisfy themselves’ that their school’s anti-bullying policy complies with the HRA 1998. Head teachers cannot do this without fully involving their teaching staff.
* Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:
* Under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
* The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
* Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information in any media including internet sites.
* Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Reviewed Annually

Updated December 2019

Addition and changes- September 2020

No Changes- March 2021

**Addendum During COVID-19 Pandemic**

From September 2020, it will be mandatory for parents to send their child to school and for those children to attend except where statutory exemptions apply. Pupils of compulsory school age must be in school unless a statutory reason applies.

**Staff and other adults**

In addition to the general expectations laid out in the school’s current Behaviour Policy, staff and other adults are expected to:

* not to come to work if they have coronavirus symptoms, or go home as soon as these develop and access a test as soon as possible.
* clean their own hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered;
* follow strict social distancing rules between themselves, colleagues and other adults;
* ensure their classrooms or work areas are de-cluttered so as to allow for better and easier cleaning throughout the day;
* follow any local rules on rotation of equipment between groups/bubbles and not share equipment between groups/bubbles or colleagues unless it has been appropriately sanitised before re-use;
* regularly reinforce with parents the arrangements for the start and end of the school day including, staggered start and finishing times and the need for social distancing outside the school;
* supervise any queuing system following a process for staff to greet each child, ensuring they wash or sanitise their hands immediately on arrival, and then go straight to their classroom;
* use and promote the ‘catch it, bin it, kill it’ approach;
* avoid touching their mouth, nose and eyes;
* clean frequently touched surfaces often using standard products such as detergents and bleach;
* think about ways to modify their teaching approach to keep a distance from children in their class/group as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important);
* consider avoiding calling pupils to the front of the class or going to their desk to check on their work *if this is not necessary;*
* explicitly teach and supervise health and hygiene arrangements, helping their class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating their classroom displays with posters
* apply consistently any sanctions required to pupils who deliberately or intentionally disobey the new rules, whilst emphasising the importance of them in an age-appropriate manner;
* prevent their group/bubble from sharing equipment and resources (like stationery) with other groups/bubbles;
* keep their classroom door and windows open if possible for air flow;
* limit the number of children from their group/bubble using the toilet at any one time;
* limit their contact with other staff members, and not congregate in shared spaces, especially if they are small rooms;
* identify any reasonable adjustments that need to be made for pupils with more challenging behaviour and update Behaviour Management Plans/EHCP Plans as necessary;
* report any concerns or worries about the management of Covid-19 in the school to the attention of the senior leadership team as soon as possible;
* ensure they read the school’s Behaviour Policy Addendum and know what role in it they are being asked to take.

**Pupils**

In addition to the general expectations laid out in the school’s current Behaviour Policy, pupils are expected to:

* attend school for all sessions;
* stay at home if they have coronavirus symptoms, or go home/be collected by a parent as soon as these develop, and access a test as soon as possible. Information relating to such incidents will be shared with local Public Health specialists in order to inform the ‘test and trace’ process in line with the school’s privacy notice;
* follow any altered routines for arrival or departure, arriving at school at the advised allotted time, and entering the school via their designated route. At the end of the day, pupils will leave the building from their designated exit.
* follow school instructions on hygiene such as handwashing and sanitising. Hands must be washed or sanitised on arrival at school, after using the toilet facilities, before and after eating, before and after break times; before and after sport/PE sessions and before they leave for home;
* socially distance (where they are old enough/able to understand) from their peers and adults in school at all times. When children enter their classroom or space, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult’s support;
* follow instructions on who they can socialise with at school, but must remain in their group/cohort/ bubble at all times;
* move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing);
* follow instructions and expectations in relation to sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’, sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands prior to proper hand washing;
* tell a member of staff/adult if they are experiencing symptoms of coronavirus or feeling unwell generally;
* follow rules on what items or equipment they are permitted to bring into school from home and vice versa. Only necessary items/equipment will be permitted;
* follow rules about sharing any equipment or other items including drinking bottles;
* follow new rules in relation to breaks or play times, including where they may or may not play/socialise;
* follow rules regarding the use of toilet and handwashing facilities;
* follow the clear rules about intentionally or deliberately coughing or spitting at or towards any other person;
* follow the clear rules for pupils at home regarding conduct in relation to remote education;
* understand the rewards and sanction system particularly in relation to breaking the amended school rules;

We understand socially distancing may be more difficult for younger children; they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

**Parents**

In addition to the general expectations laid out in the school’s current Behaviour Policy, parents are expected to:

* not come to school if they or any member of their household or social bubble have coronavirus symptoms; not to send their child to school if they have symptoms, and access a test as soon as possible. Once an isolation period has come to an end, and where they are well enough to do so, the child must return to school as normal;
* inform the school as soon as possible if their child, or any member of their household or social bubble has coronavirus symptoms, arrange a test and inform the school of the outcome as soon as possible. Information relating to any symptoms or confirmed cases will be shared with the local Public Health department in order to inform the ‘test and trace’ process in line with the school’s privacy notice;
* arrange to collect their child from school as soon as possible should the child develop symptoms whilst at school or on the journey to and from school;
* only allow their child to bring into school items which are necessary and permitted in line with the Covid-19 secure school rules;
* provide the school with at least 2 emergency contact details;
* ensure arrangements for dropping off and collecting their child are communicated to the school particularly if the person who normally drops-off or collects the child has changed;
* follow any altered routines for arrival or departure ensuring only one adult accompanies their child and dropping children off at the school gate;
* not to gather in the playground or to enter the buildings to drop off or collect children and not to gather at the school gates to talk to other parents.
* not to come into school buildings unless strictly necessary, by appointment, and ideally alone (unless for example, an interpreter or other support is required) following strict social distancing rules;
* follow school instructions on hygiene such as handwashing and sanitising if you do need to enter the building;
* reinforce good hand and respiratory hygiene with their children at home in relation to sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’, sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands;
* follow the clear rules about intentionally or deliberately coughing or spitting at or towards any other person and reinforce this rule to their child;
* follow the clear rules for pupils at home regarding conduct in relation to remote education (which may be necessary in a local lockdown situation);
* understand the rewards and sanction system particularly in relation to breaking the amended school rules;
* ensure their child understands the behaviour school expects in relation to home learning (where this is deemed necessary in a local lockdown situation);

**Pupils with Special Educational Needs**

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. end of term treats, school trip, etc.

Some children will return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

* anxiety; lack of confidence;
* challenging behaviour; fight or flight response;
* anger; shouting, crying;
* hyperactivity and difficulties maintaining attention.

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. We recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. We will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. We will work closely with parents to implement supportive strategies that will inform an appropriate response. Some children will need additional support and access to external services such as Educational Psychologists, Social Workers, Counsellors and Early Help.

**Behaviour when learning at home (local lockdown or group/bubble isolation)**

If interacting with other pupils or staff online, pupils must always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not ‘friends’ with, or peers to, pupils.

Pupils must never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via PurpleMash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

**Sanctions and Disciplinary Action**

If a child’s behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their group/cohort/bubble or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

* Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
* Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil’s parent/carer.
* If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to Covid-19 rules, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

**Exclusions**

The disciplinary powers that schools currently have, including exclusion, remain in place. We are aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude will be lawful (with respect to the legislation relating directly to exclusions and a school’s wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion will only ever be used as a last resort, in response to a serious breach, or persistent breaches of the school’s Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Schools who have permanently excluded a pupil are expected to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, we will notify the local authority/social worker immediately and work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

The coronavirus is affecting governing boards’ duties to consider reinstatement of excluded pupils, and the process for independent review panels (IRPs). The timeframes set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

The government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and IRPs, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or arranging authority to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. Governing boards and arranging authorities should continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend.

For further information on exclusion please refer to our Exclusion Policy.

**External support for SEND and behaviour**

Schools may normally work with external agencies to support pupils with special educational needs and disability (SEND) or with behaviour or other issues. The Head teacher will check with the LA or other providers of such support services to ascertain whether or when such services will be available. For pupils with education health and care (EHC) plans, it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements if some of the support services are not available in their usual form.

The Head teacher will also be aware that there may be additional pupils, including those with SEND, who display symptoms of stress or anxiety and additional support may be needed for them. The school will check with LA on their capacity to support with this.