Rye College Policy

Policy Title:	Behaviour Management
Leadership Responsibility:	Head of College
Review Body:	Executive Headteacher/Advisory Council
Date:	February 2021
Review:	February 2022

This policy has been amended following the impact of a critical incident being the COVID-19 Pandemic. The amendments are detailed in the appendix to this policy entitled COVID-19.

Context

Rye College is part of the Aquinas Church of England Education Trust Limited (the Trust). At Rye College, we value good behaviour to promote a learning community and ensure classrooms are effective learning environments. It is widely recognised that high-quality teaching, learning and assessment is the best way of improving behaviour. Our practices respect the diversity of our community and we place positive relationships with students and their families at the centre of our behaviour management policy.

This document is a statement of the principles, practices and procedures the school has set in place to ensure a safe and caring environment for students and adults. It also sets out the consequences for those students subject to disciplinary action.

The policy covers behaviour management both inside and outside of school. It should be noted that the school has the authority to manage student behaviour outside of school including on the way to and from school as well as educational visits.

This policy is available on the school website for families to access. **This policy should be read in conjunction with the following policies:**

- Anti-Bullying Policy;
- Exclusion Policy;
- Searching, Screening and Confiscation Policy;
- Trust Equality Policy;
- Trust Positive Handling Policy;
- Trust Safeguarding Policy and Academy Child Protection Policy;
- Special Educational Needs and Disabilities (SEND).

Policy aims

Rye College is an inclusive school. We respect every child as an individual and work to ensure each student achieves their full potential across all areas of our broad and balanced curriculum. The aims and principles of our policy are to:

- Secure and maintain high standards of behaviour in a safe, calm and caring environment;
- Allow students to learn about appropriate behaviour, distinguishing between right and wrong;

- Foster caring attitudes to one another so achievements at all levels are valued;
- Encourage self-discipline so each student learns to accept responsibility for their own actions;
- Ensure that positive behaviour is recognised and the 'quiet majority' are rewarded;
- Have a consistent approach to behaviour which draws upon positive parental involvement;
- Make boundaries of acceptable behaviour explicit, by outlining any rules held by the school;
- Acknowledge good behaviour is maintained through shared responsibility by all adults.

The aims and principles of our policy are that students will:

- Recognise the importance of calm, caring and courteous environment;
- Understand the difference between right and wrong;
- Be kind and compassionate to each other regardless of background or ability;
- Be self-disciplined;
- Be encouraged and praised for demonstrating good behaviour;
- Show respect for all students and adults;
- Appreciate the importance of adhering to rules;
- Respect the environment and other people's property.

Bullying of any form is unacceptable. The school has an anti-bullying policy to encourage an appreciation and respect for the diversity of our community as well as outlining the procedures to be followed where incidents of bullying occur.

This policy should be read in conjunction with the school's Anti-Bullying Policy.

Values

Rye College aims to challenge every learner to exceed their own expectations of themselves; create a can-do culture and the resilience to excel; include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

We work hard to ensure that every child is happy and well supported on their educational journey with us. We want every child to grow and flourish in our care.

Expectations

We are committed to working in partnership with all members of the wider school community to meet the needs of children and we believe in acceptable standards of behaviour that reflect our values.

We define acceptable standards of behaviour as those which promote mutual respect, courtesy, cooperation and consideration from all students in terms of their relationships with other students inside and outside of College, teachers and other colleagues as well as with visitors or other persons connect to the College and its premises.

This is based on the following:

- The right of all students to have the best possible learning environment;
- The right for everyone to feel safe and cared for and be treated politely and fairly;

- It is the duty of everyone to care for each other and promote a the positive reputation of the establishment;
- The ability of all members of our community to take responsibility for their own behaviour and recognise the impact of their behaviour on others;
- Good communication with families, outside agencies and other educational establishments.

We have an 'open door' policy for students: colleagues will attempt to resolve issues within their remit but may seek a better time to meet families or consult with senior leaders. If situations cannot be dealt with immediately then appointments can be made with members of the team.

Racial, sexual or discriminatory behaviours or attitudes will not be tolerated. All colleagues are responsible for recognising and challenging racial, sexual or discriminatory behaviours or attitudes.

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan (EHCP). We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

This policy should be read in conjunction with the Trust's Equality Policy.

Rye College is committed to promoting a positive and diverse culture in which all colleagues and young people are valued and supported irrespective of their age, disability, race, religion, belief, sex or sexual orientation. We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our colleagues, students, and visitors. We oppose all forms for unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

Types of unlawful discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation);
- Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic;
- Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic;

- Third-party harassment occurs where, a member of the college community is harassed by an individual or individuals who are not under the direct control of Rye College and the harassment relates to a protected characteristic;
- Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above;
- Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to investigation and consequence. This includes the use of language that discriminates or can be interpreted as discriminatory.

Rye College will not accept any form of **discriminatory abuse**. This may include:

- Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic;
- Deliberate exclusion on the grounds of a protected characteristic;
- Harassment, slurs, or similar treatment based on a difference or perceived difference.

We will not accept behaviours from children or adults that threaten the well-being of others or the school ethos. In serious cases, we will not hesitate to inform the police or prosecute *in extremis*.

It is everyone's responsibility to consistently reinforce the behaviour management policy.

NB: Lists are not exhaustive.

Around Rye College

All colleagues have a role in securing our expectations for student behaviour. The culture and ethos of the College depends upon the commitment of all colleagues to consistently re-enforce these acceptable standards of behaviour.

Unacceptable behaviour

We have defined unacceptable behaviour as "that which disrupts the learning community or causes any physical or mental harm to others therein".

This can include:

- Name calling;
- Verbal abuse;
- Threatening language or behaviour;
- Intimidation;
- Physical abuse;
- Bullying and harassment including racist, sexist, homophobic and/or any other discriminatory behaviour;
- Sharing of views or opinions that could be considered to be extreme in nature, designed to cause alarm, distress or spread hate amongst groups within the college or community as a whole;
- Disruption to the learning environment;
- Possession of items likely to cause injury or offense to themselves or others. This includes controlled or illegal substances, items or paraphernalia relating to such.

In the classroom

The role of the classroom teacher is to secure our expectations for student behaviour. Where expectations are not met, they must ensure the appropriate protocol and sanctions are applied. This includes communication with student and families, setting detentions, monitoring reports and passing required information to the Student Hub.

The following procedure is used in lessons by all classroom teachers;

1. Verbal warning;
2. Name on board;
3. Name ticked on board leading to a 'recall';
4. Leave the room to complete work elsewhere as per the rota, known as 'relocation'.

Please note a teacher may move straight to 'relocation' if they deem this necessary in proportion to the behaviour demonstrated by the student. If a student refuses to leave the room, the family will be contacted and the student will not be allowed to return to lessons until consequence have been agreed with home.

Mobile Phones

Rye College has a 'on site out of sight' policy with regard to mobile phones and similar technology. This means that during school hours students are not allowed to use their mobile phones. In turn, in the case of emergencies, families are asked to contact the school office in the first instance rather than call or text their child. This approach also allows the college to offer students an appropriate level of support in unforeseen circumstances.

Rewards

We believe praise is the key to support a positive sense of self. Our aim is to develop positive self-esteem and raise achievement by rewarding good and improved learning behaviour through positive action. This may include:

Rye SMART Points

Rye SMART points are awarded via Classcharts for the following:

Standards

- Quality of work and presentation;
- Correct uniform;
- Excellent conduct and standard of behaviour.

Mind-set

- Positive engagement and attitude towards work;
- Showing determination and perseverance;
- Demonstrating resilience in lesson.

Attributes

- Demonstrating positive attributes that support learning and progress;
- Punctuality and having full equipment;
- Completing homework on time.

Rye Community

- Being supportive and helpful to others in school or wider community;
- Taking part in extra-curricular activities;
- Supporting younger learners across the school.

Teaching and Learning

- Making positive progress in lessons;
- Showing positive engagement with the learning;
- Demonstrating a desire and want to learn.

Consequences

We believe a consequence for one's actions helps to re-enforce a sense of right and wrong. Our aim is to develop clear boundaries and re-iterate all choices and actions have a consequence whether for the individual, another person or the community as a whole.

Investigating Incidents

In the infrequent case of a behavioural incident taking place, all students are required to complete a written statement and respond to additional (verbal) questions to verify or clarify their statement. This information will be collated and carefully examined before any decisions are made. Students will always be given a chance to consider their behaviour. They will be encouraged to make any necessary apologies, show they can conform to expectations and make suitable reparation. Due consideration when determining consequences will be given to students who have worked positively with colleagues and told the truth.

We use a range of sanctions to deal with inappropriate behaviour by students. These may include:

- Warnings or verbal reprimands;
- Recall: discussion with a colleague after the lesson to re-establish acceptable learning behaviours. These are held during breaks or after school and may last up to 20 minutes;
- Relocation: removal of a student from a lesson for behaviour that disrupts the teaching and learning of others. This results in an after-school detention. Detentions run from 3.20pm – 4pm;
- Restorative Justice (where appropriate);
- Solo-study for a period of time;
- Student report to monitor various aspects of behaviour and engagement across all subjects;
- Communication with families;
- Family meetings and interventions;
- Referral to external agencies (where appropriate);
- Community service e.g. litter picking etc.;
- Fixed term or permanent exclusion.

We monitor the use of sanctions for unacceptable standards of behaviour to ensure they are reasonable and proportionate in all the circumstances. Due consideration is given to a student's protected characteristics including age, gender, race, sexuality or special educational need or disability.

All forms of corporal punishment are against school policy.

Detentions Outside School Hours

NB: PARENTAL CONSENT IS NOT REQUIRED FOR DETENTIONS

In most instances, the college will inform families of any detention via a Classcharts email unless it is a short after-school detention.
It is the family's responsibility to arrange suitable travel arrangements following a detention however consideration will always be given to a student's safety when setting such a consequence. If it was felt a student would be at risk by detaining them after-school then the detention may be rearranged or an alternative consequence set.

Non-attendance to a detention will result in one of the following dependent on individual circumstances:

- Additional detentions or comparable consequences;
- Solo Study;
- External exclusion.

Support

We believe that for a small minority of students acceptable standards of behaviour are goals to be worked towards rather than expectations which are either met or not. Our aim is to support students so as to quickly enable them to falling in line with our expectations.

Student Hub

When a particular incident has taken place or when a colleague has concerns about an emerging pattern of behaviour then the Student Hub will contact the student's family. This contact ensures the student's family hears about any causes for concern from the school first rather than from their child.

Support and Early Intervention

We closely monitor student behaviour. We aim to put in place strategies to support a student that shows signs of struggling to manage their own behaviour. This support may include:

- One-to-one mentoring by colleagues or appropriate older students;
- Student report system;
- SEND /Inclusion intervention;
- Involvement of outside agencies, where appropriate;
- Adapted or bespoke curriculum provision;
- Targeted teaching strategies;
- Homework and study support;
- Reduced timetable (only in extreme circumstances with the agreement of other agencies).

Behaviour Log

The school maintains a behaviour log for each student on the management information system. All incidents of note are recorded on the management information system. It is the responsibility of all colleagues to maintain an accurate and objective record. A copy of the behaviour log forms part of a student's Educational Record.

Bullying

Bullying occurs from time-to-time. It takes many forms and may include intimidation, isolation and, in some cases, physical aggression or violence. We encourage students to tell a teacher or other trusted adult as soon as possible, if they are being bullied or know someone who is. Serious or recurrent concerns raised by students should be passed to the Student Hub, who will be able to formulate a co-ordinated response and record any incidents.

This policy should be read in conjunction with the Anti-Bullying Policy.

Serious Transgressions

Some unacceptable behaviours are seen as serious transgressions of our expectations and are accordingly managed.

Fighting

Fighting is not tolerated and is treated very seriously on the rare occasions when it does occur. The school follows the Trust policy on positive handling.

This policy should be read in conjunction with the Trust Positive Handling Policy.

All fights are investigated and may result in fixed term or permanent exclusion.

All students are consistently encouraged to walk away and tell a teacher, if a fight or argument may be about to happen. They are encouraged to realise that hitting back will only make the problem worse.

Where a student starts a fight or retaliates, they are reminded that we will not accept behaviours from children or adults that threaten the well-being of others or the school ethos. In serious cases, we will not hesitate to inform the police or prosecute *in extremis*.

Severe assaults on other children or staff would normally lead to permanent exclusion, unless there were extenuating circumstances. Such incidents must be reported to the leadership team.

Drugs and related paraphernalia

In the event of drugs or related paraphernalia being brought into school by students and/or being taken by students (except for medical purposes), immediate contact with the Student Hub and in turn the leadership team will be made. The student will be interviewed with another colleague present. Such an action constitutes a serious breach of the policy which can lead to exclusion. The matter would then be reported both to the parents or carers and to the police. Any drugs brought on site by adults will be reported to the police.

Weapons

In the event of an offensive weapon being brought into school or onto the school grounds including folding pocket knives, firearms, pneumatic weapons or replicas, or the offensive use of any other object with the intention of causing physical harm to another, the College will consider it as a serious breach of the policy.

The Head of School and other colleagues (authorised by the Head of School) have a statutory power to search students or their possessions without consent where they suspect the student has prohibited items. Colleagues can confiscate any banned or prohibited item or anything they consider

harmful or detrimental to positive behaviour management found as a result of a search. When searching in these circumstances, colleagues are protected from liability for damage to, or loss of, any confiscated items.

For some items, the school will always seek specialist advice, e.g. suspected illegal drugs or items which might be used as weapons. We are committed to working in partnership with police, youth offending teams and other specialist agencies to cover such issues. We will not hesitate to access specialist support and advice, if an incident occurs. Any item of an unlawful, offensive or hazardous nature (e.g. illegal drugs, valuable stolen items) will be handed to the police.

This policy should be read in conjunction with the Searching, Screening and Confiscation Policy.

Exclusion

Rye College is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, exclusions may be used when other strategies and sanctions have not been effective.

The College complies with the statutory framework as set out in the School Discipline (Student Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Exclusion from Maintained Schools, Academies and student referral units in England (September 2017) published by the Department for Education.

This policy should be read in conjunction with the Exclusion Policy.

Staff guidance and training

Where unacceptable behaviour occurs at any time during the school day, the procedures outlined in Appendix A will be followed.

Training is given, as required, to newly-appointed staff, and to all other colleagues as changes are made by legislation. Student discipline is also regularly an item at meetings that involve teachers and support staff. Where there are particular problems, guidance is given to a teacher and support staff by the leadership team or additional educational needs team.

It is important that all students have equal access to rewards within the system. It can be easy to overlook the majority of students who work calmly and conscientiously all the time. We also need to acknowledge the high achievers on the same basis.

Students with special educational needs, especially those with personal support plans that include objectives concerning behaviour, will often need a programme of additional strategies to meet their needs. These Students' individual rewards will need to be channelled into this system, for example, the thresholds when rewards are achieved.

Those students with particular behavioural difficulties may have agreed additional procedures and strategies in place for them but where possible the above procedures will apply.

The Head of School is responsible for coordinating matters related to behaviour. If any colleague has any concerns in this area, they should raise it with either the Head of School or Deputy Headteacher.

Monitoring and evaluation

Behaviour management will be under constant review throughout the school. The leadership team will monitor and evaluate the effectiveness of the policy.

A regular report of exclusions will be giving to the Trust.

Reviewing

The policy will be reviewed annually by the Head of School.

November 2019 BBL
February 2021 BBL

EQUALITIES

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside college. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the college and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the college seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix A: Escalating Behaviour

This guide is for indicative purposes only and not a definitive list of actions and consequences.

Level	Typical behaviours	Typical consequences
Day-to-day behaviour management	We expect students to adhere to the code and in turn the principles of this policy.	Low-key verbal discussion with the teacher, helping the student to recognise their behaviour and its effect on others and to remind them of class exceptions. Non-verbal signals such as proximity and seating arrangements, verbal signals such as proximity praise, positive re-enforcement, modelling.
Subject Teacher 1.Verbal warning 2.Name on board 3.Recall - ticked (persistent or repeated in a lesson)	Low level disruption. Not following instructions. Lack of respect for others and resources. Ongoing behaviour.	Recall – Verbal discussion with the teacher, helping the student to recognise their behaviour and its impact on others and to remind them of appropriate learning behaviour. This can happen at either breaks or after school for a maximum of 20 minutes. This is recorded on Classcharts.
Relocation	Deliberate disruption or defiance or damaging of resources. Persistent disruption to the learning – preventing teachers from teaching and students from learning.	Relocation means a student will: Be sent to work in another classroom, and receive an automatic central detention (3.20-4pm) after college; Parents informed via email from Classcharts and on Classcharts itself; Call Duty Headship if student refuses to leave – email Student Hub.
Leadership: (Initial)	**Persistent** Disruptive behaviour over a number of subjects and weeks. Aggressive behaviour. Persistent defiance. Theft. Inappropriate language.	Inform Subject leader, who will contact parents and invite in for a meeting. For support with the meeting speak to the Key Stage Progress leader – PHA KS3, DST KS4. Subject report or Student Hub report. Letter home
Leadership: (Persistent)	**Persistent** disruptive / defiant behaviour over a period of time, despite support and interventions. Attacking others physically. Threatening others. Placing others at risk. Verbal abuse.	Fixed term Exclusion. Parent meeting with the Assistant Headteacher/Deputy Headteacher. Set up a Behaviour contract/School to school placement.
At risk' of permanent exclusion	Persistent serious breaches of the College behaviour policy. Persistent breaches of the behaviour agreement.	Further meeting with the Deputy Headteacher. 'At risk' of permanent exclusion letter. Additional Needs Plan started.
Head of School: Permanent Exclusion	Significant one-off or a number of fixed term exclusions (Cumulative).	Exclusion Panel.

Appendix B: COVID-19

Following the wider opening of the academy on 3rd September 2020 and the re-instatement of teaching and learning, the academy intends to apply the principles detailed in this policy. In addition, in order to minimise the transmission of COVD-19 and to protect the school community pupils are expected to:

- Follow any altered routines for arrival or departure from school.
- Follow instructions on hygiene, such as hand washing and the removal of face masks, whilst at school.
- Follow instructions on class groups, social distancing and minimising contact with staff and other pupils whilst at school.
- Follow instructions on movement around the school including but not limited to movement between lessons (if applicable), movement for break and lunchtimes, procedures for queuing, demarcation of areas where access is not permitted, toilet use procedures and maintaining social distancing where at all possible.
- Use tissues or the crook of the elbow when sneezing and coughing and tissues must be immediately disposed of into a bin.
- Avoid touching their mouth, nose and eyes with their hands, where at all possible. They must not touch other pupils or staff.
- Tell an adult if they are experiencing symptoms of coronavirus – temperature, a new cough, loss of taste or smell or generally feeling unwell.
- Follow the rules about not sharing any equipment or other items including drinking bottles which the school will have explained to them.
- Not cough or spit at or towards any other person.

The rewards and sanction system detailed in this policy will be applied in relation to the above expectations. However, the academy acknowledges that pupils will require regular re-enforcement and a period of acclimatisation with these new rules. In applying the rewards and sanctions system, the academy will follow the requirements of the Trust's Equality Policy. The academy will make reasonable adjustments were necessary.

Pupils who continue to learn remotely are expected to follow the rules regarding remaining safe online especially in relation to cyber bullying. The school reserves the right to apply a sanction in cases where a pupil has been involved in the cyber bullying of another child.

The principles in this policy will be applied subject to the acknowledgement by the academy of the following:

1. Re-engagement by pupils in formal learning make will take time especially for those pupils with challenging behaviours.
2. The mental health of pupils during the period of lockdown.
3. The experiences of pupils during the spread of COVID-19 including those pupils that have experienced the virus had someone in their household who has experienced the virus and/or has suffered bereavement as a result of the virus.

The 2017 Exclusion guidance will continue to be applied subject to the statutory guidance entitled Changes to the school exclusion process during the coronavirus (COVID-19) outbreak dated 29 May 2020.

Appendix C: COVID Checklist for school leaders to support full opening: behaviour and attendance

Rye College has reviewed behaviour, attendance and exclusion policies using the following checklist as a tool to support the re-engagement of youngsters following the period of school closure. The tool has been developed by the Department for Education.

PLAN: ensure your school has clear, consistent and robust behaviour and attendance policies and practices in place

- Review existing behaviour and attendance policies, systems and practices.

For behaviour:

- Set clear, reasonable and proportionate standards of behaviour. Make things as simple as possible so that the plans can be remembered and understood easily by everyone.
- Plan new routines, habits and systems, including:
    - expectations for arriving at and leaving school (including behaviour on public transport);
    - hygiene practices;
    - lunch and break time routines;
    - any transitions between lessons;
    - staff supervision of movement during social times;
    - safe use of school spaces and equipment;
    - consider restrictions on movement within school and new hygiene rules.
- Plan how new behavioural expectations will be monitored and supported. Take time to train staff in the behaviour that will be expected of them and also in the behaviour that they will be expected to teach to pupils.
- Clarify sanctions and rewards and how rules will be enforced consistently, including use of exclusions. Make sure that this can be effectively maintained in the changed school environment and take into account individual needs. Make explicit what behaviours are now considered more serious due to the coronavirus (COVID-19) outbreak, for example purposefully coughing on someone, including any escalation points in how they will be dealt with.

For attendance:

- Be clear that attendance will be mandatory from the start of the new school year, except where statutory exemptions apply. Ensure that parents are clear about when pupils should not attend due to public health or clinical advice (see guidance) and plan a process for keeping absence for these reasons under review, for example when a self-isolation period should come to an end. Ensure these pupils have access to remote education and that engagement is monitored.
- Take the register as usual and use attendance codes consistently. Consider extending registration periods to accommodate any staggered start times. We will issue further guidance for schools on recording attendance and absence.
- Resume the expectation that parents will let the school know if a child is unable to attend and the reason. Contact the pupil's parent or carer on the first day of absence where this

does not happen. Schools should be clear with parents and carers that pupils of compulsory school age must be in school unless a statutory reason applies.

- Consider how attendance policies will address new or more prevalent causes of absence (for example, anxiety) due to the coronavirus (COVID-19) outbreak, balancing reward, support for pupils and families and sanctions appropriately.

COMMUNICATE: set high expectations for behaviour and attendance and actively communicate this to parents and pupils

- Make sure all staff, governors and trustees understand the importance of good behaviour and attendance and have a good understanding of the school's policies. This may include having an attendance and/or behaviour lead on the senior leadership team to ensure policies are implemented effectively and on the governing body to provide additional visibility, support and challenge.
- Communicate revised behaviour and attendance policies to staff, pupils and parents as soon as possible and ensure expectations are clearly understood. Ensure the Senior Leadership Team are visible around the school and invite discussion and feedback.
- Include behaviour and attendance expectations in your induction sessions with pupils and parents, newsletters and your website. Establish new ways to communicate, use visual reminders around the school and make use of technology where appropriate.
- Build a strong relationship and keep an open dialogue with parents who need further information or reassurance on the importance and/or safety of returning to school.

BE CONSISTENT: ensure expectations are enforced consistently

- Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community. Provide regular feedback to staff, pupils and families on how well they are executing new procedures.

SUPPORT: identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support

- Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.
- Engage with the parents and carers of these pupils as soon as possible, ideally before the start of the new school year, to set expectations, understand concerns and build confidence.
- Make sure Pastoral Leads and Designated Safeguarding Leads have undertaken appropriate training to spot signs of distress and poor mental health. Ensure staff are able to identify where changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue.
- Where further support is needed, staff should consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have education, pastoral support or multi- agency plans, these should be updated.

- Where children have special educational needs and disabilities, work with local services (such as health and the local authority) to ensure the services and support are in place that will ensure a smooth return for pupils.
- For children who have a social worker or who are otherwise vulnerable, work with social workers and other relevant services to ensure the right services and support are in place. This includes making contact to discuss re-engagement over the summer and informing them if the child does not attend in the new school year.

MONITOR AND IMPROVE: track attendance, behaviour data and intelligence to intervene early and review policies and processes regularly

- Regularly review your behaviour and attendance data and compare it with neighbouring schools and local and national averages where possible. This will inform decisions on where to focus efforts to intervene early and prevent patterns of poor attendance and behaviour becoming habitual and entrenched.

Invite feedback from staff and pupils regularly and discuss how new habits and routines are working, in order to provide useful data to support high-quality strategic decisions, inform practice and provide a regular commentary to all stakeholders on new expectations. Regularly use data to assess the effectiveness of behaviour and attendance policies and adjust provision in what is likely to be a changing context.