



Rye Community Primary School Policy

Policy Title:	Behaviour Management
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher/Advisory Council
Date:	November 2020
Review:	June 2021

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 Community Primary School is part of the Aquinas Church of England Education Trust Limited (the Trust). At Rye Community Primary School, we value good behaviour to promote a learning community and ensure classrooms are effective learning environments. It is widely recognised 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 pupils 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 pupils and adults. It also sets out the way in which the school will manage incidents of poor behaviour.

The policy covers behaviour management both inside and outside of school. It should be noted the school has the authority to manage pupil 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 Community Primary School is an inclusive school. We respect every child as an individual and work to ensure each pupil 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 pupils 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 pupil learns to accept responsibility for their own actions;
- Ensure
- 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 pupils 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 pupils 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

At Rye Community Primary School, we promote the core values of:

- **Independence** – We strive to think for ourselves and develop our independent skills;
- **Resilience** – We learn from our mistakes and never give up;
- **Effort** – We are determined to try our best;
- **Smart** – We follow the dress code and make sure our school looks neat and presentable;
- **Proud** – We have pride in ourselves, our school and our community;
- **Engaged** – We focus on our learning;
- **Caring** – We are kind and cooperate with each other;
- **Truthful** – We are honest and take responsibility for our own actions.

Alongside our core values we also advocate our learners are 'Rye Smart'. This ethos is driven through our use of language and a whole school approach whereby colleagues reinforce the expectation to our children throughout the school day to look 'Rye Smart' (uniform is well presented) and to behave in a 'Rye Smart' way (able to demonstrate effective listening/learning skills, be polite/respectful and move around the building in a calm, quiet and orderly manner).



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.

At Rye Community Primary School, we believe that behaviour expectations need to be modelled and reinforced by all parties (parents, families, the pupil and the school).

We are committed to working in partnership with all members of the wider school community to meet the needs of the children.

We believe acceptable standards of behaviour are outcomes to be worked towards rather than expectations which are either met or not. As a school, we play a central role in our pupils' spiritual, moral, social and cultural development as well as their academic achievement. As teachers discuss academic achievement in terms of progress over time, we also consider standards of behaviour in terms of the child's developing ability to meet our behavioural goals.

Our leadership team advocate an 'open door' policy and opportunities are given for children to express their views regarding behaviour daily.

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 pupils 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 consider the views of parents and families, colleagues and external agencies together with any information contained within a child's Education, Health and Care Plan (EHCP).

We will also ensure compliance with the Trust's Equality Policy considering pupils with protected characteristics and making reasonable adjustments for pupils 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.

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.



'Good to be Green'

At Rye Community Primary School, we believe in a therapy-based system of behaviour management and use the **Therapeutic Thinking Principles alongside the 'Good to be Green' ethos** to improve behaviour outcomes.

As part of our Therapeutic Thinking approach the reasons for a child's behaviour are considered so there is a clear understanding of which factors may hinder a child's capacity to self-regulate and make positive choices. A common approach is then used to ensure a child is given the opportunity to reflect upon their own behaviour choices and the impact of this on others using restorative scripts and structured conversations with a colleague. Time is directed towards enabling a child to identify the impact of their actions and to finding a suitable solution to repairing a poor behaviour choice. Time is then directed towards the implementation of a restorative action.

At Rye Community Primary School, we use the '**Good to be Green**' ethos to reinforce a behaviour expectation.

Children start off on green at the start of each school day with the aspiration of reaching gold except for reception.

Within reception children learn what it means to display 'good to be green behaviour' and then progress onto the green level.

Children are reminded it is good to be on the green stage of the behaviour ladder as it demonstrates a desire to learn and the core values which the school advocates.

Children who achieve the gold level of behaviour are given a 'Great to be Gold' slip to take home.

It is 'Great to be GOLD!'
It is 'Super to be Silver!'
Every day each child starts on green- because it is 'Good to be Green!'
Verbal warning. Can move back to green – just once – if they choose to use good behaviour.
Calming down / reflection time within class bubble. Followed by a restorative conversation.
Agreed behaviour management system is implemented if the behaviour is persistent in consultation with the class teacher, Phase Leader or Inclusion Team and parent.
Head of School consulted if the behaviour is extreme and presents an immediate risk – if unavailable to go to either Assistant Head teacher. Parents to be made aware by class teacher or school leader.

We have a clear system of behaviour management for inappropriate behaviours which is reinforced through the colour coding that sits within the 'Good to be Green' ethos. A breakdown of the types of negative behaviours and the relevant behaviour management strategy is contained within the



appendix. The reflection time allocated will depend upon the age and understanding of the child. As a rule, it may consist of:

- Early Years up to 5 minutes
- Year 1 and 2 – up to 10 minutes
- Year 3 - 6 – up to 15 minutes

The time may be adjusted if it is felt necessary by the school leader, depending on the individual circumstances of the incident and behaviour displayed.

At Rye Community Primary School significant time is dedicated to promoting positive mental health for all young people particularly considering COVID19, so they are equipped with the necessary skills to manage their emotions within a safe and productive way. As part of this provision all children are given the opportunity to learn about positive mental health within their class bubble. For some children further adjustments are made on a needs basis to remove known triggers, reduce anxiety levels and to develop children’s resilience in relation to emotional self-regulation.

For individual children, behaviour management approaches will be personalised to take account of any additional needs or SEMH (social, emotional and mental health difficulties).

Strategies for managing challenging behaviour will be recorded on an individual support plan to ensure a whole school approach to each pupil and their individual needs are maintained.

A risk assessment may be required so high level behaviours are assessed and reasonable adjustments made to lower the risk rating within a school setting.

Targeted provision may be provided from the Assistant SENCO and a programme of support completed to improve a specific behaviour outcome.

At Rye Community Primary School, we believe children should be encouraged to take ownership of their own behaviour choices so they develop the capacity to reflect and self-regulate. We encourage children to work with the school to recognise how to improve behaviour and to develop strategies so they can manage strong emotions within a safe and productive way.

It is important to recognise it is **everyone’s responsibility to consistently reinforce the behaviour management policy.**

We advocate parents and families work in partnership with the school to achieve this outcome.

All forms of corporal punishment are against school policy.

First Contact

When a **significant** incident has taken place (or when a colleague has concerns about an emerging pattern of behaviour) then they make the ‘first contact’ with the child’s family. First contact ensures the child’s family hears about any causes for concern from a representative of the school first rather than from their child. Whilst full details of incidents might not be available during ‘first contact’, communication should always be reassuring and transparent with a clear plan of action. First contact



represents a significant investment in our relationship with parents as we know good communication allows us to work more effectively in partnership with families.

In most cases the representative will be the child's class teacher. The Assistant SENCO will work collaboratively with the class teacher when a pattern of poor behaviour is observed during lesson time, break or lunch. A member of the senior leadership team may be involved for behaviours listed within the red and black stage of the behaviour ladder. Where behaviours are impacting beyond the school day, the Family Liaison Officer may work with pupils and families to improve outcomes.

Further advice and expertise from external agencies may be accessed when additional specialist advice is required.

Behaviour Log

For a significant breach of the behaviour policy an incident form will be completed. The aim of this form is to record key details about the incidents and to consider an agreed sanction through the collation of information. A member of the Senior Leadership Team will identify an appropriate sanction in consultation with colleagues for behaviours within the red / black zone.

The school may also maintain a behaviour log for a child if they display a persistent pattern of behaviour. All incidents of note are recorded on the school network by the class teacher in the first instance or by the colleague who has dealt with the incident. It is the responsibility of all colleagues to maintain an accurate and objective record. A copy of the child's behaviour log forms part of the pupils' educational record.

Bullying

Bullying incidents are very rare at our school. However, we are aware that in any school or institution, bullying could manifest. Bullying takes many forms and may include intimidation, isolation and, in some cases, physical aggression or violence.

It is important to recognise bullying is defined as deliberately hurtful behaviour repeated over a period, which may be verbal (including racism), physical, social or psychological. We use a simple definition: S.T.O.P. = Several - Times - On - Purpose.

We encourage pupils 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 a child should be recorded on the school's anti-bullying form and passed to the Phase Leader in the first instance, who will be able to formulate a co-ordinated response together with the teacher.

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

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.

A formal record is made of such incidents to identify those children who may be involved more regularly than others and to identify any patterns in the causes of fights. This approach helps



teachers counsel pupils in ways which they might avoid fights happening again. Pupils are consistently encouraged to remove themselves from a conflict and tell a colleague if a fight or argument may be about to happen. They are encouraged to realise retaliation will only make the problem worse.

Where a pupil starts a fight or retaliates, they are reminded 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 colleagues 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 and/or being taken by pupils (except for medical purposes), **the child involved would be immediately sent to the Head of School and 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 school 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 pupils or their possessions without consent where they suspect the pupil has prohibited items. Colleagues can confiscate any banned or prohibited item or anything they consider harmful or detrimental to positive behaviour management found because 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. The school will contact parents regarding any other confiscated item. The school will arrange a suitable time for collection by the family member and a meeting with a senior leader. All confiscations are recorded in the pupil's behaviour log.

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

Exclusion

Rye Community Primary School 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.



At Rye Community Primary School an exclusion will be issued when a therapeutic thinking approach is not an appropriate response and where the behaviour presents a significant risk to either themselves or others.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Exclusion from Maintained Schools, Academies and pupil referral units in England (September 2017) published by the Department for Education. This policy also takes account of the 'Changes to the school exclusion process during the Coronavirus outbreak' guidance, dated 5th October 2020.

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, colleagues will work as a team to de-escalate a negative behaviour response as a first response.

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

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

Pupils 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. Any additional support is targeted to the specific needs of the child and the pattern of behaviour being displayed.

Those children with behavioural difficulties may have agreed additional procedures and strategies in place for them but where possible the above procedures will apply. The Inclusion Team will work in partnership with the child, colleagues and parents to ensure an agreed plan of action has been agreed and implemented.

It is the expectation of the school that colleagues will be proactive in reading any materials relating to the management of specific pupils i.e. any individualised risk assignments or in school support plan.

The **Assistant Head (Inclusion)** is responsible for coordinating matters related to behaviour. If any colleague has any concerns in this area, they should raise it with either the **Phase Leader or Head of School**.

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 given to the Trust.

Reviewing

The policy will be reviewed annually by the **Assistant Headteacher in consultation with the Head of School.**

November 2020 BBL

EQUALITIES

We recognise that our pupils 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 consider 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 considering pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the Academy 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 Academy seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye Community Primary School [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: Sanctions

It's Good to Be Green!	Blue Verbal warning	Yellow Reflection	Orange Partner class	Red Parent informed / SLT consult / agreed consequence implemented	Black Serious breach		
Kindness	<ul style="list-style-type: none"> Not letting others play / join an activity. Not sharing. 	Verbal warning.	<ul style="list-style-type: none"> Name calling / teasing. Being unkind or thoughtless to another person. Pushing as part of rough play. 	2 nd verbal warning and move back to green when positive behaviour has been displayed.	Head of School consulted and agreed consequence implemented. Parent(s) informed.		
Being Truthful	<ul style="list-style-type: none"> Not telling the truth straight away. 		<ul style="list-style-type: none"> Blaming others or not being accountable. 			<ul style="list-style-type: none"> Hurtful name calling. Being unkind on purpose. Pushing people on purpose. A deliberate choice to engage in dangerous play which results in another child getting hurt. 	<ul style="list-style-type: none"> Deliberate and/or extremely hurtful comments. Bullying – maliciously targeting the same person several times. Unprovoked abusive or threatening behaviour. Deliberately hurting someone, e.g. hitting, punching, kicking, slapping, etc. Intentionally throwing an object at someone. Racism.
Being safe	<ul style="list-style-type: none"> Not listening to a safety instruction. Not lining up properly. Not sitting in a calm or safe manner. 		<ul style="list-style-type: none"> Moving around the classroom when asked to remain seated / in an area of the classroom. Starting to use equipment in a disruptive way. 			<ul style="list-style-type: none"> Making up or speaking lies about someone. Withholding the truth on purpose. 	<ul style="list-style-type: none"> Malicious or deliberate lying to help yourself or hurt others.
			<ul style="list-style-type: none"> Walking out of class as an isolated incident. Use of equipment in a dangerous way within an environment but not directed towards self or others. Causing damage through thoughtfulness. 	<ul style="list-style-type: none"> Persistent absconding. Walking out of the building / school site without permission. Threatening staff with an object. Throwing objects with intent towards another child / adult. Deliberate destruction of school property. 			

Respect	<ul style="list-style-type: none"> Talking in the line. Shouting out. Encouraging others to make poor behaviour choices. 		<ul style="list-style-type: none"> Persistent talking when asked to stop (in assembly / adult input). Bad manners. Persistent low-level disruptions to learning through verbal interruptions. Laughing when others are being sanctioned 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Swearing as an isolated response. Acting inappropriately when being spoken to about behaviour, e.g., laughing/smirking at staff. Arguing with a member of staff. Refusal to complete task. Shouting across the classroom. 		<ul style="list-style-type: none"> Deliberate use of expletives. Spitting at someone. Stealing. 		
Academic Resilience	<ul style="list-style-type: none"> Distracting others/yourself from learning. Setting a poor example for learning to other children. Fiddling with objects when asked not to during adult input. 		<ul style="list-style-type: none"> Not academically focused / on task after adult support has been given. Not implementing coaching advice. Not completing learning to a sufficient standard. 		<ul style="list-style-type: none"> Disturbing the learning environment through the refusal to refocus. Use of work avoidance strategies on several occasions. Resistant to learning instruction or task. A deliberate choice to produce poor quality work. Destruction of own learning or others e.g. ripping up work/ scribbling on work. 	Calming down / reflection time within class bubble. Followed by a restorative conversation.	<ul style="list-style-type: none"> Persistent and high-level disruptions to learning (the class are unable to learn due to the behaviour that is being displayed). Deliberate intent to remain off task. Completely disengaged from the learning process. 		
							When blue level is persistently being reached an agreed behaviour management system is implemented in consultation with the class teacher, Phase Leader or Inclusion Team and parent. Red level – SLT consulted and suitable consequence agreed / implemented.		



Most minor behaviour problems are dealt with through reminders of rules, verbal warnings and discussion with colleagues. However, if the behaviour is disruptive to others or themselves and it is repeated, then the school response will progress.

If serious cases of unacceptable behaviour occur a child may be placed on the appropriate level from the outset. Very serious or repeated cases of poor behaviour will be dealt with by the **Head of School**.

Rewards throughout the school

At Rye Primary Community School, we feel it is important to recognise positive behaviour and we reinforce this through the issuing of:

- Verbal praise when a child demonstrates silver behaviour (i.e. sustained academic effort, demonstrates one of the core values throughout a school day, has demonstrated positive behaviour through our Rye Smart ethos);
- Verbal praise is given from the **class teacher and a member of the senior Leadership Team** when a child has reached the **gold level**. A prize is awarded from the prize box in recognition of this effort and the child has reached the top of the behaviour management system. **Reaching the gold level of the whole school behaviour management policy is a significant achievement;**
- The efforts of our pupils are acknowledged and celebrated within each class bubble through the issuing of stickers, dojo points or certificates;
- From an academic perspective, resilience and progression within reading, writing and maths is highly valued within our school and individual efforts to secure this aspiration are celebrated by selecting a Reader of the week, Rye writer of the week and the class Table Times Rock star;
- Each class will also select a golden trophy winner for a child who has displays a **core value throughout the week**.

Personalised rewards may be given to as part of support plan and tailored to the individual needs / interests of a child.



Appendix B: Aide Memoire

Flight:

If a child runs away or is beyond the control of the school:

- Ensure the rest of the class or the children on the playground are supervised;
- If the child is on school premises, try to make sure they don't have an audience and calmly explain to them why they need to return to school;
- Do send a message to the office for support from another member of school staff.
- Do not run after the child or grab the child forcefully;
- Do not send other children after the child.

As soon as possible, contact the office, who will inform the Executive Headteacher, Head of School, Designated Safeguarding Officer or member of the leadership team who in turn may, contact the family explaining the situation and the police, if the child has run off the premises.

When the child returns to school with the family, the child's behaviour and its effect on the other children and staff members will be made clear. A behaviour agreement and appropriate consequences will be put in place. A risk assessment may be undertaken.

Fight:

- Attempt to stop the fight without physical intervention;
- Enlist the help of other staff to implement safety advice i.e. move other children away from the incident / use de-escalation strategies;
- If the children will not stop fighting and there is an immediate risk of injury, then the use of positive handling may be required by staff members – please refer to the guidance within the positive handling policy.
- The class teacher, TA or Family Liaison officer will record each child's point of view on the incident.
- Refer the incident to the leadership team for guidance in terms of sanctions.

The reasons for the fight and the effects of their behaviour will then be thoroughly discussed. Then an action plan (i.e. verbal agreement as to what will happen next) and appropriate consequences will be put in place. When the children have calmed down, their behaviour and its effect on the other children and staff members will be made clear. A behaviour agreement and appropriate consequences will be put in place. A risk assessment may be undertaken.

Bullying:

Bullying takes many forms such as intimidation, isolation and, in some cases, physical aggression or violence. We use **STOP** to help pupils understand bullying: **Several Times On Purpose** (STOP). We encourage pupils to tell a teacher or trusted adult as soon as possible if they are being bullied or know someone who is. Serious or recurrent concerns raised by pupils should be recorded on a 'concerns form' and passed to the Inclusion Team who will formulate a co-ordinated response.



Appendix C: Incident Report Form

Reported by:	
Date(s) of incident(s):	
Time(s) of incident(s):	
Location(s) of incident(s):	
Incident detail: tick all that apply	
Physical aggression <input type="checkbox"/>	Damaging property or taking personal possessions <input type="checkbox"/>
Verbal threats <input type="checkbox"/>	Deliberately ignoring adult instruction <input type="checkbox"/>
Name calling and teasing <input type="checkbox"/>	Use of inappropriate language <input type="checkbox"/>
Cyber bullying <input type="checkbox"/>	Absconding <input type="checkbox"/>
Other (<i>define</i>) <input type="checkbox"/>	
<u>Details of incident</u>	



[Empty rectangular box for reporting details]

Details of actions taken because of the incident

[Empty rectangular box for reporting details]

Completed by:

Role:

Date:

Checked by:

Role:

Date:



Appendix C: COVID-19

To suppress the impact of the COVID-19 virus, the Government directed that all schools in England and Wales must close from Monday 23 March until further notice. Thus, the academy closed to children registered as pupils at the school from Monday 23 March 2020 except for those children:

- Whose parents are key workers and who cannot be looked after at home. Key workers are those that are detailed in the Government's Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision (19 March 2020)¹; and
- Who are vulnerable. Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans. Schools are also asked to consider children at the fringes of social care, who may not have a social worker but are nevertheless vulnerable. Collectively referred to as the Priority Group.

From 1 June, the academy has encouraged all Priority Group pupils to return to school including nursery, reception, Year 1 and 6. As part of the school's commitment to the wider community this offer was extended to all year groups through a bubble system within T6 / 2020.

Following the wider opening of the academy and the re-instatement of teaching and learning, the academy has applied the principles detailed in this policy. In addition, to continue to minimise the transmission of COVID-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.

¹ <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>



Behaviour management system detailed in this policy will be applied in relation to the above expectations. However, the academy acknowledges that pupils will continue to require regular re-enforcement after a period of change and a period of acclimatisation when new rules are implemented. In applying the behaviour management system, the academy will follow the requirements of the Trust's Equality Policy. The academy will make reasonable adjustments were necessary.

Pupils who access learn remotely associated with a period of absence 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 have been considered in line with the acknowledgement that:

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 may have been or continue to be adversely affected by COVID.
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 because of the virus require a therapeutic school setting.

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 and the 5th October 2020.



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

Rye Community Primary School 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 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 consider 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 can 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, 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.