

Behaviour and Discipline Policy



ST CLARE'S R C PRIMARY SCHOOL Behaviour and Discipline Policy

Our Mission:

"Guided by Jesus Christ, our teacher, we journey together, learning to dream, believe and achieve"

Introduction

Our policy is based on the belief that:

- High standards of behaviour and conduct are primarily taught within the family unit.
- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."
(Discipline in Schools - Elton Report)

Our purpose is: -

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good

Behaviour and Discipline Policy

manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

We have specific rules being enforced on the grounds of health, welfare and safety

1. Food and drink

Children may bring fruit from home to eat at morning play. They may also obtain fruit through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Children have regular access to water and are supplied with water bottles in KS1.

2. Jewellery

Stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

3. PE Kit

Appropriate clothing must be worn for all PE activity.

Indoors: -No jewellery, black shorts and white top.

Outdoors: No jewellery, plimsols or trainers, black shorts, and white top.

4. School Clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled black shoes should be worn. All uniform should be labeled with your child's name.

5. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

6. Mobile Phones

Mobile phones brought to school must be handed to the class teacher at the start of every day. The class teacher will give the phones back to the pupil upon dismissal at the end of the day. Misuse of mobile phones could result in a pupil ban. They should never be left in trays or coats or used during school hours.

Behaviour Guidelines

Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to leave the classroom, the Inclusion lead or assistant head of the phase in which the pupil is in should be sent for.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

Behaviour and Discipline Policy

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the inclusion lead or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Token'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Children

- Choose appropriate pupils for messages – pupils to be sent in two's.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favoritism.

Playtime Supervision

Teachers are required to perform supervisory duties including playtime supervision with TA support and 1-1 supervision of SEN pupils who have attached key workers.

Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

At the end of morning break, all teaching staff should go to the yard to collect their classes.

Upon hearing the whistle, children should stop what they are doing, stand still and remain quiet. Upon instruction from the teacher on duty children go to their designated class lines. The teacher on duty will reward a class mark for lining up. Staff will send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a token for each house team or class mark.

Behaviour and Discipline Policy

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the TA staff who is on first aid duty rota.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1) General

- Specific praise for pupils doing the right thing should be consistently used and be the first strategy for managing pupil behaviour.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given for success of different kinds in assemblies, e.g. presentation of swimming certificates, out of school activity rewards and certificates for behavior and work.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Head teacher and senior leaders for commendations.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System:

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based and a whole school approach to work together as a team, to earn and collect "Tokens" Tokens may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.
- Good acts of teamwork.

When awarding the token, the member of staff should reinforce the good behaviour e.g. 'You can have a token waiting so patiently'.

Once awarded - a Token can never be deducted (see Sanctions).

Each pupil is put into one, of four named house teams. Each house works together to collect the most tokens at the end of each half term. Each member of the winning house is then given a gold star which they place into one, of the two pupil voice boxes. Each box displays a named reward. The box collecting the most stars will then determine the Friday afternoon reward at the end each half term.

House Teams:

St Clare's
St Patrick's
St Francis
St Therese

Only 1 Token at a time is to be given out.

Behaviour and Discipline Policy

3) Certificates

A weekly merit assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Certificates are awarded.

4) Good to Be Green

Each class will have a good to be green board displayed. This display promotes the view that it is 'good to be green'. In addition, pupils from each class receive good to be green postcards home regularly, which can be for excellence in attainment or behaviour.

Behaviour Warning System:

A verbal reminder should initially be given, so that a pupil has a chance to modify their behaviour.

A If behaviour continues and a child receives the yellow warning card, they subsequently miss 10 minutes of their next break (albeit break or lunch) which is administered by the class teacher at break-time and C. Sylvester at lunchtime.

If the child continues to make poor choices, then a red card is given and the child attends a lunchtime detention.

A straight red card may be given to any pupil involved in a physical confrontation, racist comments, use of inappropriate language or damage to school property.

Following a red card, if a child continues to make poor choices, time out in another class is given and they must be seen by the inclusion lead or a member of SLT. They will then be sent to another class for the rest of the session with their work. Where possible this will be as follows.

Y3 – Y5

Y4 – Y6

Y5 – Y3

Y6 – Y4

Parents will be contacted and asked to come into school for a meeting if any pupil receives three red cards over the course of a half term. This will be identified on the weekly warning logs. They will meet with a senior leader. Regular contact with parents will then remain in place until both school and parents/carers are happy that behavior has improved.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour (see above). Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour, professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

A fixed term exclusion may be necessary for a child who persistently offends. These may include:

- Repeated and regular low level disruption.
- Actual or threatened violence against another pupil or a member of staff.
- Deliberately damaging school property.
- Disregard of school rules and procedures.

Mobile Technology/Social Media Incidents

While much work is done to educate pupils about issues associated with digital communication, occasions sometimes occur out of school involving abusive, threatening or inappropriate messages or exchanges between one pupil and another.

In the event of such an incident being reported, the following procedure will be followed:

1. The school will review and, where possible, retain the relevant content.
2. The content will be presented to the pupil who sent it.
3. The family of the sender will be made aware of the content.
4. One of the sanctions agreed by governors (see below) will take immediate effect
5. The headteacher will set out in writing the reason for the sanction and make parents aware of the process for complaint, should this be necessary.

Messages, even if sent out of school time, that include abusive, threatening or inappropriate content sent to another pupil will result in one of the following sanctions:

- Internal exclusion of one half day
- Internal exclusion of 1-2 days
- Fixed-term exclusion of 1 to 3 days
- Permanent exclusion (where there is a history of abuse directed at an individual pupil and other sanctions have not been successful in halting this behaviour)

Notes

Where families disagree with the sanction imposed, complaints should be escalated through the school's complaints procedure in writing.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Continuous and repeated low level disruption whereby fixed term exclusion has failed to regulate behaviour.
- Repeated disruption to other pupils' learning.
- Continued actual or threatened violence against another pupil or a member of staff.
- Continual disregard of school rules and procedures.
- Any act that puts themselves or others in danger.

The school acknowledges that a small minority of children may, for whatever reason, lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour charts
- Behaviour home/school books.
- Individual behaviour plans

If in doubt, consult the inclusion lead or a member of the SLT.

Written: October 2019
Next review: October 2020

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Use Specific Praise to highlight pupils making the right choices.
3. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
4. Make sure the children know what they are doing and that their work is matched to their ability.
5. Be aware of what is going on around you.
6. Do not be static.
7. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never: -

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear
- Words

Behaviour policy: COVID-19 addendum

Expectations of parents/ Carers

- If it is felt that school is not the safest place for an individual child a member of the senior staff will have that conversation with parents and their child will need to stay at home
- We encourage all parents, children and families to abide by social distancing rules outside of school
- **ONLY 1 Parent/Carer to enter school site to bring child(ren) to school**
- **All children to stay with Parent/Carer at all times (e.g. buggy, holding hands, stood next to)**
- Parents must inform school of those adults who will be collecting a child at the end of a day
- Once a child leaves the school site, they are their parents/ carers responsibility
- **Ensure social distance from other adults whilst waiting for doors to open – as per government guidance (please do not arrive too early to avoid congregation)**
- Parents/Carers not to enter school building, including the school office.
- If a phone call is made to collect your child, you **MUST** collect your child **As Soon As Possible (ASAP)** if called regarding illness/symptoms
- **Stick to allocated drop off/pick up times – if allotted time missed, please do not bring your child into main reception until after 10am**
- Parents/Carers to collect child if they are persistently not adhering to **NO TOUCHING** rules and social distancing (reminders given prior to this) as it would be deemed that school is not the safest place for the child at this point.

Expectations of children

- Our Graduated response to behaviour has been adapted based upon Covid 19. Colour steps will be used in each bubble
- Children are expected to follow the 2 meter social distance rule in school (adults in school to remind children when necessary)
- Children should not play games that include touching others (e.g. tag, stuck in the mud etc...)
- **NO TOUCHING RULES** - children are not to touch another child unless it is a family member. Children are not to touch a member of staff. Children are not to touch another child's belongings unless it is that of a family member.
- **Children not sticking to the NO TOUCHING rules will be reminded and parents informed**
- Children are expected to stay at their allocated desk during the time in the bubble (classroom)
- Children are expected to play in their allocated area on the playground
- **Children to line up at a social distance in school when asked**
- **Children to enter the building separately and patiently**
- **Children to wash hands/sanitise when entering the building and at regular intervals throughout the day**
- **Any coughing/spitting on another pupil will result in being sent home**
- **Children to follow any signs and special routes in place (e.g. one-way system)**
- **Only use your own water bottle.**
- **Children will be directed towards an allocated toilet for their bubble. Children must not use a different toilet in other areas of the school.**
- **Children will not be allowed to leave their bubble classroom unless supported by a member of staff**

IMPORTANT NOTE - staff must not at any time leave their bubble in order to deal with a behavioral concern. If this requires speaking to a child outside of the bubble environment, then please use the internal phone to contact a relevant senior member of staff.

Our priority is to ensure the safety of all children and staff. With this in mind, it has been appropriate to make amendments to the current behaviour policy. Graduated response are e very much valid however additional COVID-19 expectations are now in place - children and staff will need to know these and understand them as they are designed to keep everyone safe and in line with Dfe guidance and the school risk assessment. Reward and praise will take place. This will not be in the form of certificates or stickers. This will be a conversation at home time, text message or phone call home to celebrate individual success.

Behaviour and Discipline Policy

Green step - COVID-19 expectations

Hygiene	Moving in and around school	Resources
<p>NO TOUCHING RULES</p> <p>Hands are always washed on entry to school for at least 20 seconds</p> <p>Hands are always dried correctly</p> <p>Hands are regularly washed (at least 20 seconds) in line with the class timetable</p> <p>Hands are always washed before and after food (at least 20 seconds)</p> <p>Cover mouth and nose with a tissue when coughing or sneezing</p> <p>Throw used tissues in the bin</p> <p>If you don't have a tissue, cough or sneeze into elbow, not your hands</p> <p>Hands are always washed after coughing, sneezing or blowing your nose</p> <p>Allocated toilets are always used.</p> <p>Avoid touching mouth, nose and eyes with hands</p>	<p>Arrives and departs on time to ensure that the school plans for social distancing are not compromised</p> <p>Ensures a 2 metre distance whilst waiting for the gate to open (before school and at home time)</p> <p>Always uses their allocated door to come in and out of at breaks and lunchtimes</p> <p>Always keeps a 2 metre distance when queuing (lining up for end of break/ fire alarm etc)</p> <p>Always sticks to the play bubbles that they have been allocated</p> <p>Always sticks to the group of children allocated to and socialises with this group using the 2 metre rule as much as possible</p> <p>Plays non-contact games with their allocated group</p>	<p>Items such as pencil cases and books are kept at home</p> <p>Mobile phones are kept at home. If a Year Six child has a mobile phone due to them travelling to school independently, this must be locked away during the school day.</p> <p>Allocated learning/equipment packs are not shared with other children</p> <p>Equipment is carefully looked after</p> <p>All learning equipment stays in an allocated space and doesn't touch others</p> <p>Allocated work space and chair is always used and others work spaces and chairs are respected</p> <p>Only use own water cup and understand not to share with others</p>

Expectations and amendments to the current behaviour policy

Yellow step - Low level	Consequence
<p>Not following any green instructions first time</p> <p>Not lining up safely and in line with new expectations</p> <p>Running in the corridor</p> <p>Bringing in equipment from home</p> <p>Not following bubble (classroom) expectations</p> <p>Leaving the classroom or allocated area</p>	<p>Before you have reached this stage you will have been reminded of what is expected of you in school.</p>

Behaviour and Discipline Policy

Orange step - Medium level	Consequence
<p>Continuing with actions dealt with at a yellow level</p> <p>Any usual behaviour that would usually result in a yellow card on the normal behaviour policy.</p> <p>Persistent not washing hands for at least 20 seconds</p> <p>Persistent not following hygiene expectations for coughing, blowing nose and sneezing</p> <p>Entering other play bubbles when not allowed</p> <p>Using other doors</p> <p>Persistent not lining up safely</p> <p>Persistent bringing in of equipment from home</p>	<p>If you continue not to make good behaviour choices, you will receive a yellow WARNING on the Good to be Green display. You will be expected to sit out during their next playtime or lunchtime.</p> <p>EYFS: 3 minutes – Outdoor area</p> <p>KS1: 5 minutes. – Outdoor area</p> <p>KS2: 10 minutes – Outdoor area</p>
Red Step	Consequence
<p>Any usual behaviour that would usually result in a red card on the normal behaviour policy.</p> <p>Continuing actions that have been dealt with at an orange level.</p> <p>Spitting within a 2 metre range of another person</p> <p>Spitting at or towards another person</p> <p>Coughing at or towards another person</p> <p>Consistent refusal to follow COVID-19 instructions on keeping the school community safe</p> <p>Aggressive behaviour towards staff or children following instructions being given to follow Covid-19 expectations</p> <p>Persistent refusal to follow instructions being given to follow Covid-19 expectations from a member of staff</p>	<p>You will be expected to sit out during their playtime or lunchtime.</p> <p>EYFS: 5 minutes – Outdoor area</p> <p>KS1: 10 minutes. – Outdoor area</p> <p>KS2: 15 minutes – Outdoor area</p> <p>If behaviour continues the pupil should be sent to J.O'Keefe/ C. Sylvester as a class removal to spend some of their learning time away from class.</p> <p>At this point a phonecall home will be made by C. Sylvester / J. O'Keefe to inform them of the escalation of behaviour</p> <p>ALL RED CARDS TO BE RECORDED ON CPOMS TO BEHAVIOUR CAN BE MONITORED OVER TIME.</p>

Statutory guidance:- <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

At all stages within the application of the behaviour policy we will be mindful of the mental health implications for children in these times HOWEVER this will not be at the expense of the personal safety of any child or adult within the school environment.

We will work in collaboration with parents to ensure that the behaviour policy addendum is applied fairly and consistently at all times.

This addendum to the behaviour policy will be in effect until at least the end of **THE SPRING TERM** but it may be extended further upon review.