



ST. PETER'S CATHOLIC HIGH SCHOOL

Behaviour Policy

Date Adopted:	<u>February 2022</u>
Date of Next Review:	<u>February 2023</u>
Name of Responsible Person:	<u>Mr P Santus</u>

Clive O'Hara

Signed:	<u>Chair of Governors</u>
---------	---------------------------

Contents

1. Introduction
2. Aims and objectives
3. Safeguarding and Child Protection
4. Code of Conduct
5. School systems for managing behaviour
 - (i) Guidance on the application of the Code of Conduct

6. Rewards
7. Sanctions
8. Referral to other Agencies
9. Mobile Phones
10. Exclusions
11. Anti-Bullying
12. Drugs

1. Introduction

At St. Peter's Catholic High School we insist on high standards of behaviour and respect. We expect our pupils to be polite, respectful and co-operative at all times.

Appreciation of the worth of the individual and mutual respect between all members of the school community should be inherent elements of our school life. Courtesy, politeness, good manners, community spirit and concern for the environment should be actively fostered. A spirit of co-operation with others and a sense of concern for those who are vulnerable for any reason should be evident. St. Peter's Catholic High School believes in valuing all individuals regardless of their age, abilities/disabilities, gender, race, faith, beliefs or sexual orientation.

In the application of this policy, staff should consider at all times what is in the best interests of the child. All staff should be aware that Safeguarding and the welfare of the child is their responsibility (see separate Safeguarding and Child Protection Policy). Reasonable adjustments will be made for students with Special Educational Needs and Disabilities.

There should be no underestimation of the power of good example. Staff attitudes are extremely important since it is staff who determine, through their conduct, commitment, dress, punctuality and attendance, the prevailing ethos of the school and the quality of the relationships which flourish within it.

Our policy complies with Section 89 of the education and Inspections Act 2006.

2. Aims and Objectives:

- To develop a strong community spirit, rooted in the Catholic Ethos of the school
- To ensure equality for all regardless of age, abilities/disabilities, gender, race, faith, beliefs or sexual orientation.
- To foster an atmosphere of mutual respect through the good example of staff in their conduct, commitment, dress, punctuality and attendance
- To ensure that effective classroom management leads to a positive, orderly atmosphere.
- To ensure that pupils are familiar with school rules and procedures and the reason for their existence and that they are aware of what constitutes respectful, polite, acceptable behaviour.
- To establish effective communication with home and other outside agencies related to discipline for the good of all pupils.
- To have clear, consistent procedures related to rewards and consequences which promote high standards of behaviour and a positive atmosphere for learning.

3. Safeguarding and Child Protection

The Designated Person for Child Protection (DPCP) or the Deputy DPCP should be consulted in all cases where there are concerns for a child's safety. There is a separate policy for Safeguarding and Child Protection.

4. Code of Conduct

The classroom Code of Conduct outlines what is expected from all members of the School Community and lends support to the teacher when pupils do not respond to the standards expected. These expectations are:-

We should all, pupils and adults, show respect and consideration for each other. Thus:

- a) when talking to each other, we should show respect for each other as individuals;
- b) we should show respect for other people's property and that of our community, inside and outside school;
- c) bullying in any form breaks our Code of Conduct and is totally unacceptable. The school has a clear policy on this matter.

We should make sure that classrooms are places of learning and that lessons run smoothly. Therefore we ask pupils to:

- a) be punctual to school and to lessons;
- b) be organisedWith ALL school equipment (see equipment list)
- c) respect those who are learning with you;
- d) listen to others when you are asked to do so and follow instructions carefully;
- e) make sure that you always work to the best of your ability;
- f) hand in your homework on time;
- g) treat others as you would wish to be treated yourself.

We have a responsibility to ensure that St. Peter's is a safe and healthy environment.

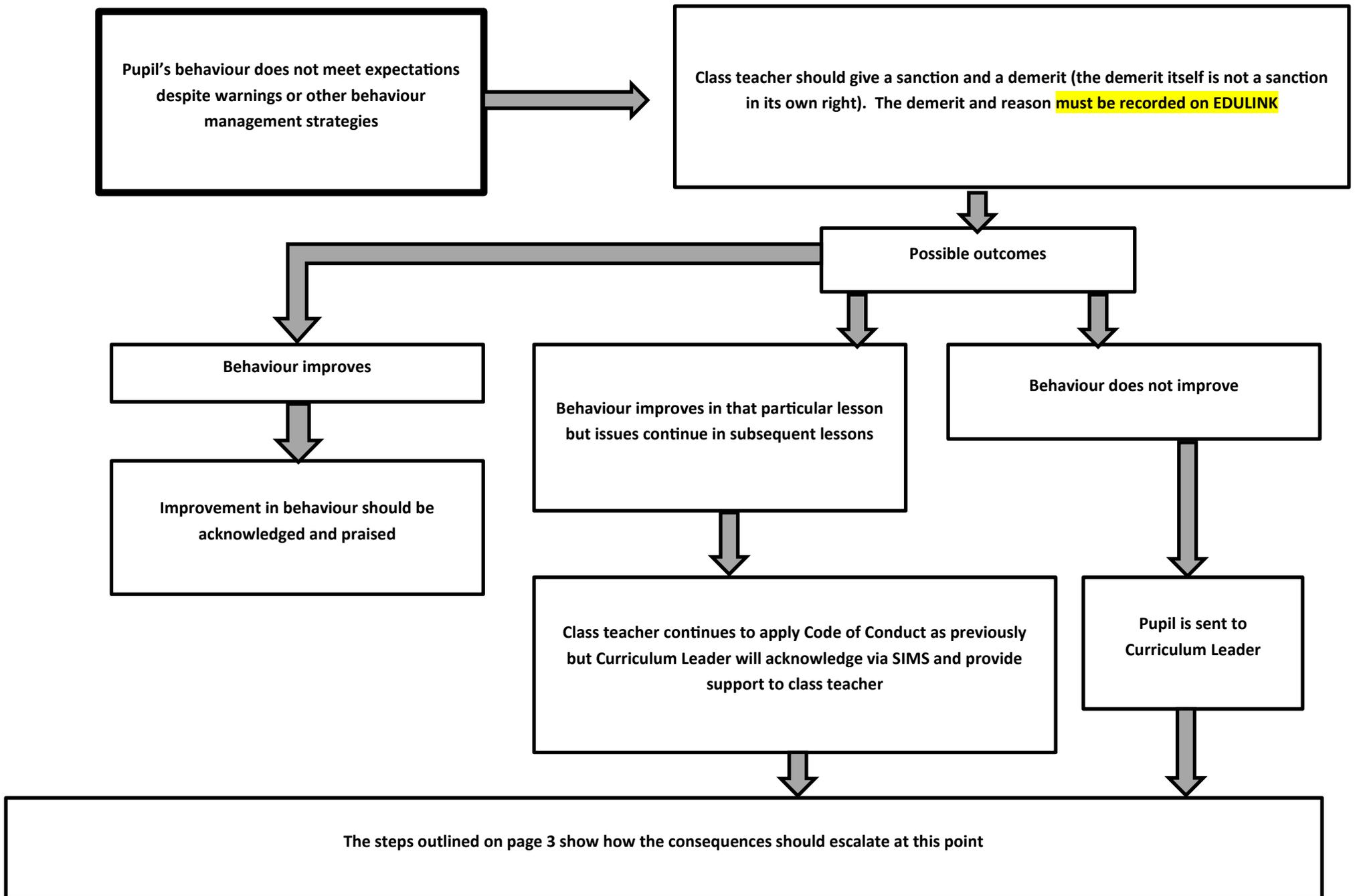
- a) be aware that things which are dangerous are not allowed in school;
- b) be responsible members of the community; eat only in the designated areas and put your litter in the bins provided;
- c) walk instead of running - it is safer for everyone;
- d) make sure that you know the fire drill;
- e) take care of the building, its classrooms, corridors and toilets;
- f) respect and care for the grounds, trees and plants that surround the building.

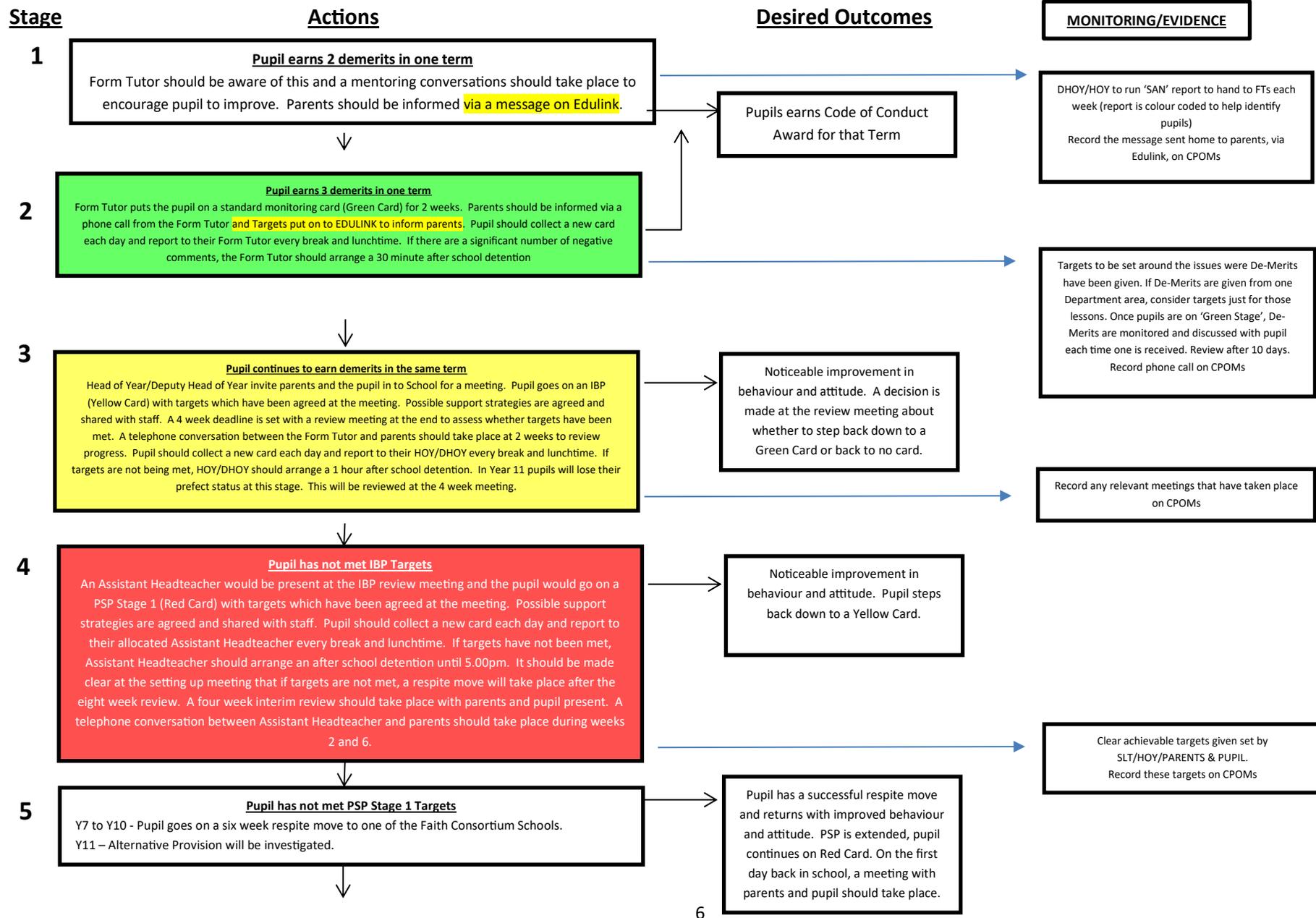
5. School Systems for Managing Behaviour

It is the responsibility of every member of staff to maintain a positive atmosphere within the School. The information on the following pages is guidance for staff about the practical application of the Code of Conduct.

The first flowchart shows how the Code of Conduct should be applied by classroom teachers if a pupil's behaviour does not meet the schools' expectations.

The second flowchart shows the process that should be followed if a pupil's behaviour continues to cause concern.





6 Respite move is not successful
 Parents and pupil are invited in to School to meet with Head or Deputy Headteacher. Pupil goes to PSP Stage 2 (Red Card) with targets which have been agreed at the meeting. Possible support strategies are agreed and shared with staff. Pupil should collect a new card each day and report to the Head of Year every break and lunchtime. If targets are not being met, the pupil will be isolated from class for a fixed period. If this continues, a fixed-term exclusion will be considered. It should be made clear at the meeting that if the targets are not consistently met then a second respite move will take place. A review meeting with parents and pupil present should take place every two weeks. The pupil will also be referred to the Governors' Behaviour Committee

7 Pupil has not met PSP Stage 2 Targets
 Y7 to Y10 - Pupil goes on a second six week respite move to one of the Faith Consortium Schools. Y11 – Further Alternative Provision options will be pursued.

Pupil has a successful respite move and returns with improved behaviour and attitude. PSP is extended, pupil continues on Red Card. On the first day back in school, a meeting with parents and pupil should take place.

8 Respite move is not successful
 Referral is made to Inclusion Team. Governors behaviour Committee are informed about the possibility of permanent exclusion.

- Exceptions
- For pupils identified on the SEN register, the SENCO will be involved in the decision making process at each stage. Alternative steps may be taken depending on the individual circumstances.
 - Pupils who repeatedly go through part of this process may be escalated to a higher stage more quickly than usual if necessary.

ISOLATIONS & EXCLUSIONS

Isolations
 Log on CPOMs with completed 'Incident Reports' & Record on Edulink using 'Pastoral Issue'

Exclusions
 Log on CPOMs with completed 'Incident Reports' & completed 'Exclusion Report' & Record on Edulink using 'Pastoral Issue'

The Code of Conduct also applies outside the classroom. Pupils are encouraged to move around the school in an orderly fashion and to behave sensibly at break and lunch times. St. Peter's has an open school policy which allows them to use the rooms allocated to their Year group before school and at break and lunch times. This is a privilege and places a responsibility on the pupils to behave in a sensible way.

6. Rewards

All members of staff have a role to play in terms of offering encouragement and praise. Pupils should be rewarded for their positive contributions to school life both in and out of the classroom. Pupils can be rewarded in any of the following ways:-

- Verbal praise and encouragement
- Positive written feedback in books and/or a positive message home via Edulink
- Merits
- Phone calls home
- Postcards home
- Having work on display
- Informing the Curriculum Leader, Head of Year or Senior Leadership Team about positive contributions
- Special certificates or prizes
- Certificate assemblies which include:-
 - Bronze, Silver and Gold Code of Conduct Certificates (see below for more detail)
 - Star Award Certificates (see below for more detail)
 - Good Attendance Certificates
- Prize draw assemblies
- Extra responsibilities or privileges such as becoming a Prefect
- Rewards trips

Pupils can earn Code of Conduct Certificates for each of the three terms throughout the year. If a pupil does not receive more than three demerits (see below) in one term they receive their award for that term. Pupils can earn a Bronze, Silver and Gold award throughout the year. The demerits count is reset to zero at the start of each new term so that pupils who did not earn their award for the previous term have the chance to do so in the next term.

Pupils can also earn Star Awards if they do not receive any demerits or no more than one warning for that term.

If a pupil receives a 'Pastoral Issue', this will count as 2 Behaviour Points (a De-Merit is 1 point and a Warning is 0 points). Pastoral issues are recorded by the Senior

Pastoral team or a member of SLT for significant incidents that have resulted in an isolation or suspension.

A pupil's record of Code of Conduct certificates throughout Years 7 to 10 will be a consideration in the decision about whether they are allowed to go on a rewards trip or what level of Prefect they can be at the start of Year 11.

7. Sanctions (See also section 5 of this Policy)

Where there is an atmosphere of co-operation and a positive approach to discipline, the need for sanctions is reduced. It will not however eliminate the need entirely. If some form of sanction is necessary it is the responsibility of the member of staff, exercising professional judgement, to decide the most appropriate consequence. This applies both in the classroom and around the school.

The school's behaviour policy should be applied consistently by all members of staff to ensure that pupils are treated fairly. However, there should be flexibility in the use of consequences to take account of individual circumstances.

It is important to have a varied list of sanctions so that an appropriate response can be made and to ensure that earlier sanctions are not by-passed, leaving the school with only a limited number of options. Sanctions are most effective when they are productive and help the pupil learn from their mistake, with the desired outcome being that the pupil is less likely to repeat the same mistake.

The following list is not exhaustive but is a guide to the possible sanctions which could be used. For isolations, the Curriculum Leader or Head of Year should be consulted prior to any decisions being made. Decisions about exclusions can only be made by the Headteacher (or Deputy Headteacher in the Headteacher's absence) :-

- Verbal warning
- Written warning recorded on Edulink
- De-Merit recorded on Edulink
- Pastoral Issue recorded on Edulink
- Break detention
- Lunch detention
- Removal of privileges for a fixed period
- Removal of internet access
- Confiscation of items which are not allowed
- After-school detention. Parent/carers should be given at least 24 hours notice of an after-school detention. Staff should ensure that arrangements have been made for the pupil getting home and that the pupil is aware of the arrangements
- Removal from class to work in a different classroom within the curriculum area
- Isolation from a particular curriculum area for a fixed period

- Isolation for the whole school day or a number of days
- SLT **detention**/isolation
- Fixed term exclusion

8. Referral to Other Agencies

It may at times be appropriate to make referrals on behalf of a pupil to external agencies in order to support them. Other agencies could include the Targeted Education Support Service (TESS), an Educational Psychologist (EP), Child and Adolescent Mental Health Service (CAMHS), Wigan Education Authority Inclusion Team, Wigan Safeguarding Hub/Early Help Team, Social Care.

Referrals should be made by or in consultation with the Designated Safeguarding Lead or the Deputy. Parents/Carers should also be consulted prior to any referrals unless there is a Safeguarding reason not to.

9. Mobile Phones

Pupils are allowed to bring mobile phones to school for **emergency use** only. Phones should be switched off and should remain in a safe place such as a **school bag** or inside blazer pocket. If a pupil feels that they need to use their phone during the school day, they must see their Form Tutor or Head of Year to ask for permission. If a pupil is found to be using their phone without permission, it will be confiscated and kept in the safe at the School Office. **The pupil will be placed on an SLT after school detention,** the pupil will be allowed to collect their phone at the end of the school day. If a pupil continues to use their phone without permission, the phone may be confiscated and parents/carers asked to come and collect it. The pupil may then be asked to deposit their phone with their Form Tutor or Head of Year each morning for a fixed period until they can be trusted not to attempt to use it.

10. Behaviour off School Premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can punish pupils for misbehaviour outside of the school premises. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with

11. Suspension

The use of suspension is reserved for serious cases of misbehaviour or when all other strategies have been used without bringing about a change in a pupil's patterns of behaviour. The use of suspension is governed by specific regulation. The decision to suspend can only be taken by the Headteacher (or the Deputy Headteacher in the Headteacher's absence).

Pupils who are identified as being likely to be permanently excluded will be placed on a Pastoral Support Plan (see section 5).

Pupils may be suspended by the Headteacher for the following. This is not an exhaustive list and other behaviours may also result in a suspension:-

- Inappropriate, violent or aggressive behaviour
- Defiance towards staff
- Possession or use of tobacco, alcohol or drugs
- Theft
- Bullying
- Deliberate vandalism
- Behaviour which puts other pupils' health and safety at risk
- Behaviour online which has a negative impact on other members of the school community

Pupils represent the school whilst they wear the school's uniform and suspension may therefore result as a consequence of a pupil's behaviour off the school site whilst wearing school uniform.

In all cases where suspension is being considered, the Headteacher will take into account the individual circumstances.

If a decision to suspend has been taken, the following procedures apply:

- 1 The pupil and parents are informed in writing of the suspension by the Headteacher. This can be confirmation of a telephone call. **There will be a re-integration meeting arranged for the day the pupil returns to school** (A copy of this letter is kept for the Suspension File.)
- 2 In the letter the following is explained:
 - the reason for the suspension
 - the conditions to be met by the pupil and their parents/carers, where appropriate,
 - for readmittance
 - if and when the pupil will be readmitted
 - the arrangements for the collection of work during the suspension
 - the parent's/carer's right of appeal against the suspension
- 3 Work will be collected from subject teachers to be completed at home during the suspension period.
4. A record will be kept of all suspensions which contains the following information
 - Name of pupil
 - Dates of suspension
 - Reasons for suspension
 - Copies of all correspondence

Permanent exclusion could be considered for

- conduct which is still unacceptable after fixed-term suspension and pastoral support plans have been implemented;
- extreme behaviour;
- the supply of illegal drugs on the school site, on the way to school or whilst involved in a school related activity

12. Anti-Bullying (see separate policy on Anti-Bullying)

St. Peter's does not tolerate bullying of any kind. It is the responsibility of all staff to ensure that respect for the individual is the underlying principle of the school's ethos. All incidents which are contrary to this spirit should be dealt with immediately by the member of staff who is aware of or in the vicinity of the incident.

The Anti-Bullying Policy sets out how staff should respond to any incidents of bullying.

13. Drugs

There is a zero tolerance policy and pupils who are involved in any form of drug abuse or the intention to supply drugs can expect to be excluded from school.

Appendix - Behavioural Management During the Coronavirus (COVID-19) Pandemic

This appendix has been created to outline the behaviour management procedures and rules they will put in place during the coronavirus pandemic. We have created this appendix in accordance with the latest government guidance.

Statement of Intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing New Rules

- 1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3. The school informs parents of any changes to provision outlined in this policy.
- 1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Attendance

- 2.1. Attendance is mandatory for all pupils from March 2021.

- 2.2. The attendance register is taken as usual.
- 2.3. Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.
- 2.4. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis.
- 2.5. If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- 2.6. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.
- 2.7. In the event that a parent of a child with coronavirus symptoms insists they attend school, the school has the right to refuse the pupil attendance if in its reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.

3. Arrival and Departure

- 3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 3.3. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

4. Hygiene and Infection Control

- 4.1. The school has conducted and will adhere to the Coronavirus (COVID-19): Risk Assessment for Full Opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- 4.2. The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- 4.3. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at school.
 - Before and after consuming food.

- After using the toilet.
 - After coughing or sneezing.
 - When they return from breaks.
 - When they change rooms.
- 4.4. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
 - 4.5. Pupils are expected to dispose of tissues using the litter bins provided.
 - 4.6. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
 - 4.7. Pupils are discouraged from sharing equipment.
 - 4.8. The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
 - 4.9. The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.
 - 4.10. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
 - 4.11. Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
 - 4.12. Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.
 - 4.13. Pupils are required to wear face coverings, unless they are exempt from wearing face coverings, in communal areas outside the classroom where it is difficult to maintain social distancing, e.g. corridors. When removing a face covering, pupils must:
 - Not touch the front of their face covering during use or when removing them.
 - Wash their hands immediately on arrival to school.
 - For temporary face coverings, dispose of them in a covered bin.
 - For reusable face coverings, store them in a plastic bag.
 - Wash their hands after removing the face covering.

5. Social Distancing

General

- 5.1. Pupils adhere to the social distancing measures put in place by the school.

- 5.2. Pupils form orderly queues, e.g. when waiting to use the toilets, and they are respectful and patient towards their peers.

In the Canteen

- 5.3. The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

During Collective Worship

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

5. Moving Around the School

- 5.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 5.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 5.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 5.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 5.5. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

6. Ill Health and Infection

- 6.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
- 6.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 6.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

7. The School Premises

- 7.1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2. Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

8. School Uniform

- 8.1. The school expects all pupils to wear uniform while in school.
- 8.2. Parents do not need to clean their child's uniform any more often than usual.

9. Managing the Behaviour of Remote Learners

- 9.1. While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.
- 9.2. The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
 - Attend remote classes or group sessions on time.
 - Complete the work that has been set and return it on time, to the best of their ability.
 - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
 - Report any issues, including harassment or bullying from their peers, to their teacher.
- 9.3. The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments will need to be made.
- 9.4. Where discipline must be deferred until the pupil returns to school, the a member of staff informs the pupil's parent via letter/EduLink or by phone and the pupil will be disciplined when it is safe to do so.

10. Support for Pupils

- 10.1. The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.
- 10.2. Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

- 10.3. The school understands that some pupils will return to school having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- 10.4. The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- 10.5. The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.
- 10.6. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 10.7. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

11. Rewards and Discipline

- 11.1. Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out on return.
- 11.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 11.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 11.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

12. Suspensions

- 12.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 12.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being suspended from school in the interests of the health and safety of the pupil and others.
- 12.3. The Headteacher retains the power to suspend pupils on disciplinary grounds.
- 12.4. Permanent exclusion is only be used as a last resort.
- 12.5. The Headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in

education, and the Governing Board meets to discuss reinstatement within 15 school days.

- 12.6. Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.
- 12.7. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 12.8. If it is decided, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.
- 12.9. In the event that a remote access meeting is necessary, the governing board ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.
- 12.10. The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.
- 12.11. Procedural requirements for permanent exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.
- 12.12. Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.
- 12.13. Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:
 - Clear instructions are provided about how to join the meeting
 - A named person is indicated to whom participants can address questions beforehand
 - The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run
- 12.14. The Governing Board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.
- 12.15. The school will make every reasonable effort to avoid excluding any looked-after child.
- 12.16. Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.
- 12.17. Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

13. Close Contact Behavioural Management

- 13.1. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.2. Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 13.3. If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

14. Monitoring and Review

- 14.1. Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.
- 14.2. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.
- 14.3. This appendix is reviewed in reaction to any new government advice by the headteacher.
- 14.4. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.