

The Wren School

Behaviour (Rewards and Sanctions) Policy

Purpose and Background

At The Wren School, our aim is to nurture, challenge and inspire students to aim high and therefore we believe that a focus on recognising and rewarding positive behaviour, progress and achievement is an essential balance to the need for consequences for poor behaviour. Therefore, this policy identifies the strategies and procedures that will be implemented to recognise positive behaviour as well as to address poor behaviour both within and beyond the classroom. We are committed to working with students and their parents/carers to ensure outstanding behaviour; therefore, an additional purpose of this document is to inform parents, carers and staff of our expectations.

Outstanding student behaviour, based around mutual respect, in a positive learning environment, optimises the potential for students to aim high and achieve success. High academic progress and attainment, as well as social skills, are closely linked to good behaviour in lessons. As a 'local school for the local community', we expect our students to play their part in contributing to the world in which they live and we intend to praise and reward students appropriately for their participation.

For those students whose behaviour prevents themselves or others from learning, we must have a structured and consistent set of consequences and procedures. In addition, the expectations and sanctions described in this policy relate to the behaviour of students on the school premises at any time, or while representing the school on visits or other activities. Furthermore, it also relates to student behaviour whilst on the way to or from school. The school therefore expects parents/carers to take note of this policy and to support its application.

This policy takes account of all relevant legislation.

Policy objectives

- To make sure that all stakeholders are aware of procedures and expectations.
- To outline procedures used in school to:
 - Recognise and reward positive behaviour, attitudes, progress and achievement;
 - Manage behaviour deemed to be disruptive to learning, anti-social or dangerous to others, including the exclusions procedure.
- To ensure that all students understand, and are aware of, appropriate behaviour in lessons, during unstructured school time and whilst representing The Wren School in the community.
- To offer support to all students and parents/carers where poor behaviour is of concern.

Management of the policy

School:	This policy is managed by the headteacher and the assistant headteacher (Pastoral leader).
Governing Body:	The local governing board has delegated management of this policy to the headteacher.
Approval:	Updated November 2019
Next review due:	November 2020

Associated policies

- SEN/D
- Anti-Bullying
- Learning and teaching
- Health and safety
- Home School agreement
- School trips
- Safeguarding
- Drugs

Practice and procedures

Shared expectations

The Wren School seeks the co-operation, involvement and support of parents, carers and all stakeholders in its efforts to encourage, recognise and reward outstanding behaviour within the school and the community and, where necessary, to implement appropriate consequences for poor behaviour.

1. The school uses an escalation of sanction and praise in every lesson (see appendix A – Praise and sanction points system). This is displayed in poster form in each class room;
2. All students, parents, carers and teachers are aware of the policy, which will be well promoted throughout the school to encourage a positive attitude to learning and the community.
3. Parents, carers and students will receive a home school agreement before the students start to attend the school. This document explicitly outlines behavioural expectations. Therefore, by accepting a place at the school, parents, carers and students also sign up to the behaviour policy of the school. Not adhering to the rules within this home school agreement once signed, puts that student's place at The Wren School at risk.
4. Each member of staff at The Wren School will reinforce and support behavioural expectations. This will be consistent in all areas of the school, helping students and staff to have a clear understanding of the expected behaviour in the classroom.

5. The analysis of recorded data will be used to support the monitoring of student behaviour and the impact of the behaviour policy and will be reported back to the appropriate stakeholders.
6. Standards of student behaviour and whole school practice will be reviewed at least annually. Feedback from school council, staff, parents, carers and other stakeholders will be considered and recommendations for change may be implemented into future policies.

Responsibilities

The **students** will be responsible for following behaviour system and the expectations within the Home-School Agreement. These are also included within the student planners in the form of the Code of Conduct. A school council will be established by the pastoral leaders. Included within its role will be to:

- a. Ensure the student voice concerning behaviour is heard and represented;
- b. Gather student feedback concerning appropriate rewards and sanctions as well as the effectiveness and consistency of implementation of the policy.

Parents/carers will be responsible for working with the school to promote high standards of behaviour throughout the school and the community, as set out in the Home-School Agreement and Code of Conduct.

Staff will be responsible for following the behaviour policy. They will:

- Record student praise and consequences using class charts;
- Be responsible for early response to achievement as well as to behaviour concerns, for example during 'reflection time';
- Use the whole school behaviour policy to motivate students and encourage change where applicable;
- Work with parents/carers to ensure that their child follows the school's behaviour expectations and is motivated to aim high, for example through meetings, postcards, letters, phone calls or emails home.

The **headteacher (supported by members of the senior leadership team)** will be responsible for ensuring that the behaviour policy is implemented and for reporting to the local governing board (LGB) on its impact. S/he will:

- Ensure that a key stage report is produced at least 3 times a year, which is shared with governors and other stakeholders and used to identify students who may benefit from intervention as well as those students who should be rewarded;
- Establish inter-form group and house competitions and reward the winning groups appropriately;
- Ensure that rewards presentation events are held, to which students, parents/carers, staff and other stakeholders may be invited;
- Lead praise assemblies and invite specific groups or individuals to celebration events;

- Monitor staff use of the behaviour system and ensure it is fair and consistent;
- Ensure there is a fair and reasonable praise budget for the school;
- Administer the school's exclusion process (see Appendix C).

The **local governing board** will:

- Monitor and evaluate the impact of this policy in LGB meetings by receiving behaviour data analysed by year group, subject, gender and other groups such as for those with SEN/D or for whom the pupil premium will apply;
- Attend awards presentation events.

Reward Procedures

At The Wren School, we place great emphasis on ensuring all students are praised and rewarded for doing well in and around the school site. It is our aim to:

- Praise and reward all students in a fair and consistent manner using a system of praise points;
- Nurture positive and enthusiastic students with a thirst for learning in all lessons;
- Consult with students via school council about the rewards that they would like to receive;
- Keep parents/carers informed of the progress that their child/ren are making and how many praise points they receive;
- Use the praise points' data and other data measures to reward students.

Examples of behaviour that will result in achievement points being awarded include, but are not restricted to:

- Outstanding achievement;
- Excellent progress;
- Helping others;
- Sustained effort and/or contribution to a lesson, project or topic;
- Fantastic effort and detail given to extended learning.

We will employ a variety of rewards to support outstanding student behaviour throughout the school community. It is our aim that every student will receive valued rewards during the academic year, based on praise point totals and good citizenship. Examples of the rewards that will be given include, but are not restricted to:

- Verbal praise;
- Note in student planner;
- Certificates, postcards and letters home;
- Inter-form group and house competitions, with prizes such as a non-uniform day, for the winning form groups;

- Other rewards as identified by the school council.

Sanction Procedures

At The Wren School, we aim to employ a strategy of early intervention when a student's behaviour fails to meet the school's expectations. It is our aim to:

- Employ effective consequences to encourage students to re-engage positively with their learning and the community. The use of restorative meetings will underpin our sanction system;
- Consult with students via school council about appropriate consequences;
- Keep parents/carers informed of the progress that their children are making and how many sanction points they receive;
- Use the sanction points' data and other measures to identify students for whom intervention and/or consequences are appropriate.

Examples of behaviour that will result in sanction points being awarded and appropriate intervention and/or consequences include, but are not restricted to:

- Any assault on a member of staff;
- Inappropriate physical contact, such as pushing and fighting, between students;
- Verbal abuse and/or offensive gestures towards any member of The Wren School, staff, student or visitor;
- Discriminatory behaviour, e.g. racist, sexist or homophobic behaviour;
- Preventing others from learning;
- Possession of prohibited items, e.g. knives, drugs;
- Bullying (see Anti-Bullying policy);
- Lack of effort;
- Lack of respect;
- Refusal to follow staff instructions;
- Vandalism;
- Unacceptable use of personal electronic devices, such as mobile phones, iPods, etc. (All electronic devices belonging to students are brought to school at the child/family's own risk. They must remain turned off and out of sight during lessons unless a teacher explicitly allows for their use during a lesson for educational purposes or gives that student permission to use their phone to contact a relative);
- Anti-social behaviour whilst at school or representing the school in the local community.

We will employ a variety of consequences and intervention strategies to support outstanding student behaviour throughout the school community. Specific interventions/consequences regarding poor or inappropriate student behaviour will initially be dealt with by the subject

teacher (or member of staff on duty) in the form of a restorative meeting. If this intervention is not successful, the year leader, key stage leader or other members of the school leadership team will become involved. This level of involvement may result in withdrawal from lessons, curriculum areas, or time needed in the focus room as well as external exclusion (see Appendix C for details of the exclusion strategy). Examples of consequences that may be employed prior to the focus room or external exclusion, include but are not restricted to:

- Informal reprimands;
- Formal reprimands where the information will be relayed to parents/carers via class charts, telephone conversation, student planner and/or meeting;
- Withdrawal of break or lunch time;
- Any member of staff may keep a student after school for up to 10 minutes for the purpose of a restorative meeting without informing parents in advance;
- After school restorative meetings and denial of opportunity to participate in extra-curricular activities or school trips;
- Departmental or pastoral report which will be shown to the relevant department or pastoral team and signed daily by all stakeholders involved;
- Community work, for example to repay littering on site or damage to school property (overseen by a senior member of staff);
- Senior leadership restorative meetings for incidents deemed to be of a more serious level than that which would result in a restorative meeting held with the class teacher or year leader;
- Search of bags, lockers and personal belongings if the school deems it necessary. This can be carried out without the consent of a student and before speaking to a parent/carer if there are reasonable grounds to suspect they may have a prohibited item. Records of searches are not required to be kept by law. Some examples of prohibited items are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Vaping equipment;
 - Fireworks;
 - Pornographic images.
- The headteacher and authorised staff also have the authority to search for items that are banned by the school rules. Such items include chewing gum, laser pens, sweets, fizzy drinks, energy drinks;
- Confiscation of prohibited items or items considered harmful or dangerous;

- Screening – the school reserves the right to refuse a student entry into school if they fail to comply with any screening process that is in place. Screening can be carried out by any staff member;
- The use of controlled and necessary physical intervention in order to prevent or stop a potentially dangerous situation from escalating (see Appendix D for Touch Policy).

Trips, Visits & Residential

- The school will make clear in a letter to parents regarding any trips, visits or residentials, that poor behaviour, both prior to and during a trip, will result in that student being removed from taking part;
- There is an additional code of conduct (included in student planners – see Appendix E) to cover behaviour on trips, visits and residentials;
- The school will not be liable for any money lost by the parents due to their child's poor behaviour;
- The school reserves the right to refuse refunding payments of trips if a student is removed for poor behaviour (unless a replacement can be found within a convenient and suitable time period).

Associated documents

Education Act 2011

Education and Inspection Act 2006

School Standards & Framework Act 2006

The Education Act 2002: Section 52

The Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002: SI 2002.3178

The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (England) Regulations: SI 2008/532

Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2017

Behaviour and Discipline in Schools: advice for headteacher's and school staff, DfE, January 2016

The Wren School's Exclusion Procedures for Governors

Use of reasonable force – Advice for headteachers, staff and governing bodies – July 2013

Appendices

- A. The Wren School Respect 'Tick'
- B. Code of conduct as in student planner and Home School Agreement

- C. School exclusions procedure
- D. Touch policy
- E. Code of conduct for trips, visits and residential

Appendix A

The Wren School Praise and Sanction Point System.



Praise and Sanction Points System

Praise Points	
P1	<p>P1 Awarded</p> <p>Student is showing initial good behaviours towards learning or others. They are working towards a P3;</p> <p>Every teacher must aim to give out 5 P1's during the first 5 minutes of their lesson.</p>
P2	<p>P2 Awarded</p> <p>Student has continued to show initial good behaviours towards learning or others. They are working towards a P3.</p>
P3	<p>P3 Awarded</p> <p>This counts as one praise point. It can be awarded for great effort, great work, extended learning or going above and beyond what is expected. This is recorded on Class Charts and counts towards each student's praise point total.</p>
P5	<p>P5 Awarded</p> <p>This is only awarded by SL/YL/KSL/SLT. It is when a student has exceeded all expectations of behaviour. Leadership or citizenship. This is recorded on Class Charts and is worth 2 praise points.</p>

Sanction Points	
S1	<p>Low level disruption in class such as:</p> <ul style="list-style-type: none"> • Talking over teacher; • Off task chat; • Not working; • Disrupting others; • Not making a prompt start tom learning;
S2	<ul style="list-style-type: none"> • Continued low level disruption of class; • Late to class;
S3	<ul style="list-style-type: none"> • Continued disruption of class; • Poor language towards others; • Antisocial behaviour towards other students; • Rudeness; • Misuse of equipment to a dangerous level; <p>Student is sent to the subject safe room and a 10-15 minute same day detention to be set. If the student refuses, then they are sent to the focus room for the day.</p>
S4	<ul style="list-style-type: none"> • Serious incident occurs, e.g. a fight/swearing at a teacher/racism/homophobic language/dangerous behaviours. • The student will be taken to either the safe room or the focus room. The Headteacher can make the decision to exclude.

Appendix B

Code of conduct as in student planner and home school agreement

I agree to:

- be reasonable, polite and courteous and behave in ways which bring credit to myself and to the school;
- show respect and kindness to other members of our school community, as well as school property and resources;
- come to school on time each day and be punctual to all my lessons;
- follow instructions first time and without complaint;
- ensure that I follow the expectations of the school in line with the school Behaviour Policy;
- wear the correct school uniform, including footwear, jewellery, etc., with pride, behaving appropriately at all times, including when traveling to and from school;
- aim high and work to the best of my ability and be proud of my achievements:
 - complete all classwork and extended learning activities, developing my skills as an independent learner;
 - be properly equipped and prepared to carry out each day's activities;
 - try to respond to all teacher feedback and suggestions for improvement;
- look after our environment: care for and maintain our classrooms, the buildings and the school grounds, keeping them free of litter;
- tell a member of staff at the school if something worries me;
- pay attention to safety, moving around quietly and sensibly and following all expectations that apply to the specialist teaching spaces;
- ensure that my mobile phone and other electronic devices are switched off and out of sight during the school day unless a member of staff agrees that they can be used for learning;
- behave responsibly and appropriately when using social networking sites, the internet and websites, reporting any concerns via the CEOPs button, as well as to a trusted adult at the school, or by email to admin@wren.excalibur.org.uk;
- pay attention to road safety on my way to and from school, ensuring that, if I ride a bicycle to school, I follow the school's advice to ride it safely, maintain it properly, wear a cycle helmet and use lights in the dark.

Signed: Student

Appendix C:

School exclusion procedures

At The Wren School, we place great emphasis on positive reinforcement of behaviour through encouragement, incentives and rewards. However, if individuals choose to adopt unacceptable behaviour, school staff will implement appropriate disciplinary measures. These will be proportionate to the offence, and applied fairly and in a non-discriminatory way. Exclusions are part of these disciplinary measures. Internal isolation and fixed term external exclusions may be levied where behaviour is deemed to have been violent, abusive, dangerous, persistently disruptive, challenging of staff authority or in contravention of the school's Anti-Bullying policy. The headteacher and local governing board have the authority and capacity to permanently exclude students where behaviour has persistently exceeded reasonable and acceptable limits of tolerance. The headteacher and local governing board also have the authority and capacity to permanently exclude students on the basis of a single incident if it is deemed to have been prejudicial to the safety and wellbeing of other students and staff (see Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, DfE, 2017).

Roles and responsibilities of headteacher, other staff, governors

The pastoral leader, reporting to the headteacher, will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He (or another appropriate member of staff) will:

- Carry out a reasonable and proportionate investigation prior to making any decision about an exclusion;
- Inform the student's parent or carer of serious indiscipline and the sanctions, including the period and type (internal and external) of any exclusion, and when permanent exclusion is judged to be necessary;
- Carry out an investigation to identify the reasons for the exclusion;
- Advise the parent/carer that they may make representations about the exclusion to the Governors' Disciplinary Panel;
- Carry out a reintegration meeting with the student and parent/carer during which an agreement is signed indicating the required change in behaviour choices from that student. Students will not be permitted to re-join normal classes until this meeting has taken place.
- Discuss the option of a managed move to another school if the school deems it appropriate. This is an essential intervention in conjunction with other schools in the local authority to help prevent a student from receiving a permanent exclusion.
- Prepare and share a headteacher's contract, which will clearly outline expectations and rules in place for that student to return to The Wren School.

Each contract is drawn up in relation to that student and the concerns the school has around their behaviour choices. Failure to comply with this contract will result in either a managed move or permanent exclusion.

- Advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and what alternative education will be provided.
- Notify the governors and the local authority of the details of the exclusion, including the reasons for it, in the case of:
 - (a) A permanent exclusion or a fixed-period exclusion converted to a permanent one;
 - (b) A fixed-period exclusion of more than five days or one which brings the days the student has been excluded in one term to more than five;
 - (c) An exclusion that would result in the student losing the opportunity to take a public exam.

The local governing board will:

- Establish a Governors' Disciplinary Panel (GDP) of 3-5 members and ensure that they receive training to fulfil their role. The headteacher will not be a member of this panel;
- The panel will have regard to any guidance given by the Secretary of State;
- For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the panel will meet no earlier than the 6th school day and no later than the 15th school day after receiving notice of the exclusion;
- For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the panel will meet no earlier than the 6th school day and no later than the 50th school day, if requested to do so by parents/carers;
- The minimum time limit will not apply to any exclusion which would result in a student losing an opportunity to take a public examination. In such cases, the panel will try to meet before the date of the examination;
- If the GDP decides that a student should be reinstated, they will give the appropriate direction to the headteacher (who is under a duty to comply with it) and inform the parent of their decision;
- If they decide that a student should not be reinstated, they will inform the parent and the headteacher of their decision as well as the student's home local authority. In the case of a permanent exclusion, they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Arrangements for monitoring and evaluation

The LGB will evaluate the impact of this policy by receiving data from the headteacher analysed by year group, gender, ethnicity, FSM, SEN, pupil premium and looked after children on:

- Internal isolations, fixed-term and permanent exclusions – number of and analysis of behaviour;
- Number of SLT call-outs;
- Instances of bullying and action taken;
- Support provided for the victims.

Appendix D:

Touch Policy

It is acknowledged that in exceptional circumstances, any member of staff at The Wren School may have to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, in order to maintain good order and discipline in the classroom.

The headteacher and other members of the senior leadership team or pastoral team may also use such force as is reasonable given the circumstances when conducting a search without consent (please see list in main policy for given items).

The Department for Education guidance states:

All members of school staff have a legal power to use reasonable force.

All members of school staff have a legal power to use reasonable force. Force is usually either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- All members of staff have been advised on the correct and safe way in which to handle a student when a situation calls for such actions;
- Where possible, two members of staff will be present when dealing with a physical incident;
- Team Teach, a nationally recognised provider, has carried out training for certain staff members;
- Staff will use reasonable and necessary physical interventions in order to de-escalate a situation (clear warnings will be given by the member of staff prior to physical intervention);
- Physical intervention will only be used when deemed necessary and a written record/account of this event will be made immediately after;
- Parents will always be informed when their child has been subject to an intervention procedure;
- Where a child presents a danger to themselves or others, it will be at times necessary for a member of staff to use physical intervention for safety reasons. All such actions should be in accordance with school expectations and government guidance;
- Risk assessments are created, updated and shared with staff for key students of concern;
- Physical actions may also be carried out in order to console or comfort a student but such physical interaction should never be carried out to arouse any sexual expectations or feelings;

- Clarity is vital and a student should never be in any doubt about a member of staff's intentions when physical contact occurs.

Appendix E:

Code of Conduct for Trips, Visits and Residentials

The code of conduct applies at all times. In addition, when I am on any off-site activity, I agree to:

- accept that my behaviour in school may affect whether or not I am allowed to participate in an off-site activity;
- behave at all times in a manner that reflects credit on myself, the group and to the school;
- cooperate fully with any trip leader at all times and follow all requests and requirements made by staff and accompanying adults;
- fulfil any tasks or duties set prior to and during the visit;
- participate fully in all activities and sessions during the visit;
- be punctual at all times and not leave group sessions or accommodation without permission;
- not enter the rooms or accommodation of students of the opposite sex;
- always return to the meeting point or accommodation at agreed times;
- bring the things I need for the activity that I am taking part in;
- treat all members of staff, students, property and resources with respect;
- abide by the laws, rules and regulations of the countries and places visited;
- comply with customs and duty-free regulations;
- not purchase or consume alcohol or tobacco products;
- follow all safety advice given;
- accept that any poor behaviour may result in my participation in the trip being withdrawn with immediate effect; my parent(s)/carer(s) may be required to collect me. A full written report of any misconduct will be sent to the headteacher and the assistant headteacher (pastoral leader) who will agree appropriate sanctions.

Appendix F:

COVID 19 Behaviour Policy Addendum (Students attending school)

At The Wren School we aim to maintain a secure, caring and stimulating environment in which students are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy.

Arrivals, Departures and Moving round the school.

- Students will enter school through a specific entrance at the agreed time and go straight to their designated classroom or area to be registered.
- Students will follow a one way system through the school when going to and leaving their classrooms and exiting the school. This means movement around the school will be limited.
- Students will need to keep 2m away from each other and staff at all times.
- Queuing will be avoided at all times, but if it is necessary, students must be 2m apart in queues.
- Morning briefings with expectations for all will take place every day.
- Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Hand washing and Hygiene

Students will be expected to follow all hand washing and hygiene routines while in school. Students will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask students to follow the catch it, bin it, kill it, mantra when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm. Any sneezing or coughing in people's direction or spitting is strictly prohibited.

Students will be reminded not to touch their face, mouth, nose or eyes while at school.

Social Distancing

Students will be expected to socially distance from their peers and adults in the school building and in outside spaces. Students will have their own designated desk in their class which are spaced 2 m apart. Students should go straight to this desk and nowhere else in the classroom. Staff should remind students when necessary of social distancing rules.

Toilets

Each class will have their own toilets to use which will be in their designated blocks. Students will be encouraged to use the toilets one at a time. When a student has finished in the toilet they must wash their hands.

Break times

Students will have specific areas they can use during break times. These will be the restaurant, café and outside areas. Students will be expected to remain socially distant from both peers and adults during break times.

Equipment

Students should bring in their own equipment, including a pen, pencil and planner. Equipment will not be loaned out to students. If they have to use school equipment e.g. a badminton racket these will be allocated to them for the week or sanitised after use. Students should not share any of their equipment during the school day, this includes drinking bottles and any food that they bring to school.

Rewards

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. This will continue to be recorded on Class Charts. Teachers will respond and praise online work and exemplar work will be acknowledged by teachers and/or in the student bulletin.

Behaviour consequences in school

Punitive punishments will be avoided at all times unless there is absolutely no other option.

If a child's behaviour is not in line with the normal school behaviour expectations as outlined in the policy or is deemed high risk relating to Covid-19 adjustments, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their seat or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, then the following actions will be taken:

- Conversation(s) with student(s) which could include a verbal warning and a reminder given of the expectations of social distancing and the impact of not following this. Move seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Contact with parents/carers.
- Incident logged on Class Charts as a 'note'.
- Onsite SLT/Pastoral Leaders to be informed.

- Decision can then be made to restrict the student's movement in school further/to restrict their break time movement and activities or to adapt the activities of their day accordingly.
- Consequences will be put in place if there are serious breaches of the behaviour policy, an example of this may be deliberately coughing or spitting in someone's direction. If staff feel that there has been a serious breach of the behaviour policy they should inform the SLT member present on the day. An appropriate consequence will then be decided and put in place in line with the school behaviour policy.

Pupils with Special Educational Needs

School acknowledges that students will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some students, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Students with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.