



St. Giles CE Primary School  
Achieving through adventure

# Behaviour and Anti-bullying Policy

September 2020

**ST. GILES CE PRIMARY SCHOOL**  
**PUPIL BEHAVIOUR and ANTI-BULLYING POLICY**

**Rationale**

The establishment and maintenance of high standards of behaviour are essential for the happiness and well-being of each individual, the school and the wider community. All pupils are expected to behave in a responsible manner and to show consideration, respect and courtesy to others at all times. To raise awareness of these behavioural expectations, parents will receive a copy of our Behaviour Policy on joining the school and at times of major revision. Parents play a vital role in supporting the school's approach by encouraging positive behavioural patterns in their own children.

This behaviour policy complies with section 89 of the Education and Inspections Act 2006.

Governors are responsible for reviewing this policy and supporting the Headteacher and staff in its implementation.

**Aims of the policy**

This policy aims to help children experience the benefits that come from being active partners in a well-ordered community and to help them gain the self-discipline necessary for a happy and successful adult life.

**Purpose of the policy**

- To outline our expectations regarding behaviour and our approach to influencing children's behaviour.
- To ensure all adults working in our school are consistent in their expectations and approaches to behaviour management.
- To emphasise positive behaviour rather than negative.
- To encourage children to develop an increasing responsibility for their own behaviour and to help influence the behaviour of others through collective responsibility.

**School Aims**

- To inspire in all pupils a love of learning and the desire to continue to learn;
- To equip all pupils with the tools and self-confidence necessary to constructively influence their own lives;
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- To be a place every child remembers with affection.

**School Rules**

Our school rules are designed to provide a purposeful framework within which the school aims can be met. They apply inside and outside the building and when pupils are representing the school on visits. These rules should be clearly displayed in school and reference should be made to them in assemblies, nurture time etc.

1. I will behave in a quiet, calm way in school.
2. I will be considerate, polite and friendly to others **and respect everyone for who they are.**
3. I will take good care of equipment and the school building.
4. I will keep hands, feet and objects to myself.

**Rewards**

Positive recognition motivates children to observe the rules. Rather than drawing attention to disruptive behaviour, the member of staff focuses on children who are behaving well. If this strategy is used consistently, it will:

- encourage appropriate behaviour;
- increase self-esteem;
- create a positive environment to work and play in;
- make pupils responsible for their actions.

We have a whole school 'Respect Rewards' system in which children are positively rewarded for their behaviour in school and can attain Bronze, Silver and Gold awards. Each class decides their own targets for good behaviour which are then recognised by these awards. In addition, a weekly Achievement Assembly is held, where two certificates per teacher and up to two per teaching assistant are awarded.

Additional certificates may be awarded by the headteacher or senior midday supervisor for good manners, excellent behaviour or other special reason.

### **Consequences**

In addition to positive recognition, there must be a means of managing behaviour when children choose not to follow the school rules. When this happens, all school staff will operate the following:

1. Verbal or kinaesthetic "comment" e.g.raised eyebrows, hard stare
2. Unacceptable behaviour: child has their name written on the board as a warning that their behaviour is unacceptable.
3. Unacceptable behaviour continues: child has a mark put by their name and must take immediate time out away from the rest of the class. This could be at the side of the classroom, at a spare table etc.
4. Unacceptable behaviour continues: child has a second mark put by their name and is sent to work in another class for the rest of the session for Key Stage 2 children or for 10 minutes for infants. A judgement will be made by class teachers as to the most appropriate class. Children will be accompanied by another child or member of staff as appropriate who will then return to their own class to report the successful acceptance of the perpetrator by the new class teacher.
5. Behaviour continues: child has a third mark put by their name and is sent to see the Headteacher. The child may be asked to miss some playtime and may have to write a letter of apology or do some other task. The Headteacher may choose to inform parents.

At lunchtimes and playtimes the corresponding stages are as follows:

1. Verbal or kinaesthetic "comment" e.g.raised eyebrows, hard stare
2. Unacceptable behaviour continues: the child stands at the side of the playground for 2 minutes. On re-entry to class, the child has their name written on the board as a warning that their behaviour is unacceptable.
3. Unacceptable behaviour continues: the child is asked to sit on a designated bench – the "thinking bench" for 10 minutes. On re-entry to class, the child has a mark put by their name
4. Unacceptable behaviour continues: child sent to sit on a designated bench – the "thinking bench" - for the rest of the session. On re-entry to class, the child has two marks put by their name
5. Behaviour continues: child is sent to see the Headteacher who proceeds as in the previous point 5. On re-entry to class, the child has three marks put by their name. The Headteacher may choose to inform parents.

"Marks" added to a child's name at lunchtime will be added to any given during teaching time so that the behaviour policy applies accumulatively across the whole day.

**Every child is given a fresh start each day.** If a child is repeatedly disruptive across a week, or involved in serious violence/bullying, then the Head teacher may intervene without completing all of the above stages. The child's parents may be informed and, where appropriate, an Individual Behaviour Plan will be agreed with those parents.

### **Bullying**

Our aim in school is to create a climate where children can talk about their feelings and are able to tell someone if they are being bullied, or if they are aware that another child is being bullied. This openness can be fostered in class discussions. Awareness of bullying needs to be well communicated through the school community to ensure consistency of practice.

Bullying is a form of behaviour which is hurtful, deliberate and usually persistent. Bullying happens when one person or a group of people tries to upset another person by doing or saying nasty or hurtful things to him/her again and again. A bully may physically hurt someone, make faces, call names, ignore someone, or make racial comments. Sometimes bullies force their victims to hand over items or money.

There is an important difference between playground 'rough and tumble' and actual bullying. Children will, on occasions, get hurt as a result of a playground game that goes too far. This is not necessarily bullying.

We hope that our ethos will discourage bullying. As part of our PSHE and Citizenship programmes of study, teachers will talk to their classes on a regular basis about acceptable and unacceptable behaviour. They will discuss both aspects of playing together and the need to tell someone when bullying occurs. Should incidents occur, we will put into place procedures to help both the victim and the bully.

We believe that bullying will be prevented if both the bully and victim receive help. Bullying can be exacerbated by poor self-esteem, reinforced stereotypes, low expectations and negative labelling. We recognise that bullying is to a large extent influenced by the situation or setting in which it occurs, and that how we respond to bullying can determine whether bullying occurs again.

As bullying is a serious incident, the Head teacher will counsel both the victim and bully and will agree, or in some cases impose, an appropriate consequence with the bully. We would expect that in most cases both the victim and the bully would receive nurture sessions, which are part of our established practice. Consequences may also include one or more of the following:

- withdrawal of privileges
- group or individual involvement in nurture or PSHE sessions
- an individual Behaviour Plan
- any agreed, negotiated plan.

A detailed explanation of the anti-bullying procedures including the report form can be seen in the appendix to this policy.

### **Racial Incidents**

The school welcomes its duties under the Equality Act 2010.

We are committed to:

- promoting equality of opportunity;
- promoting good relations between members of different racial, cultural and religious groups and communities;
- eliminating unlawful discrimination

In fulfilling the duties listed above, we are guided by three principles:

- every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities;
- every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

### **Individual Behaviour Plan**

If an Individual Behaviour Plan is required, the head teacher will call a meeting for the child experiencing difficulties, the parents/carers and, whenever possible, the class teacher and the Special Educational Needs Co-ordinator. The difficulties will be discussed and then the child will be given a number of targets to help them manage their behaviour and agree a date by which they will be achieved.

The child will be monitored under School Action by the teacher, SENCO and Head teacher. A review date will also be agreed to discuss either the child's progress or the consequences of failure. Ultimately, a pupil who consistently continues to behave in an unacceptable manner will be excluded from school.

All relevant employees of St. Giles Church of England Primary School must be given a copy of this policy and be expected to uphold its principles and detailed practice.

## **Appendix 1**

### **Procedures for dealing with bullying**

- Minor incidents will be reported to the pupil's class teacher, who should investigate the incident, set appropriate sanctions for the perpetrator, and inform the head teacher of the incident and outcome.
- The procedure outlined below will be adopted by all staff in serious incidents.

#### **Interviews:**

- The victim, alleged bully and witnesses are all to be interviewed separately.
- Try to ensure that there is no possibility of contact between the pupils interviewed, for example by texting.
- If a pupil is injured, take the pupil immediately to a first aider for a medical opinion on the extent of their injuries.
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- If appropriate and/or necessary, ask all parties (bully, victim, witnesses) to write down details of the incident. This may need prompting with questions from you to obtain the full picture.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
- Adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation, and, if the victim has provoked the bullying incident, helping them to understand more appropriate ways of behaving.
- Inform all pupils concerned that they must not discuss the interview with other pupils.

#### **Record keeping:**

- The teacher who conducted the interviews should write out a brief summary of the incident. A separate interview sheet should be completed for each pupil involved and the written statements of each part should be included.
- This record should then be forwarded on to the head teacher, who is responsible for holding all records centrally.

#### **Action and sanctions:**

- Conventional sanctions, such as staying in at break times and lunchtimes, may be pursued. In addition to this, the following actions should be taken. Discretion can be used.

#### **Appropriate action to deal with the bully:**

- If you are satisfied that bullying did take place, help the pupil to understand the consequences of their actions and warn them that there must be no further incidents. Inform them of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- If possible, try for reconciliation and a genuine apology from the bully. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face-to-face meeting with the bully.)
- Make them realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Try to reach an agreement on reasonable long-term behaviour.
- Prepare the bully to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken.
- The class teacher should informally monitor the pupils involved over the next half-term.
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#### **Appropriate actions to deal with the victim:**

- The class teacher should informally check whether the bullying has stopped on a weekly basis for a month after the complaint of bullying.

- The headteacher should formally check whether the bullying has stopped the week after the bullying, and again during the same half term.
- Encourage the victim to tell a trusted adult in school if bullying is repeated.
- Encourage the victim to broaden their friendship groups by joining a lunchtime or after-school club or activity.

#### **Follow-up:**

- The progress of both the bully and the victim should be monitored by their class teachers. One-on-one sessions to discuss how they are getting on may be appropriate.
- If the incident was sufficiently serious, follow-up correspondence with parents a month after the incident may be necessary. This should be from the headteacher.

#### **Pupils who have been bullied will be supported by:**

- Being listened to and having an immediate opportunity to meet with a member of staff of their choice.
- Being reassured.
- Being offered continued support.

#### **Pupils who have bullied others will be supported by:**

- Receiving a consequence to their actions.
- Being able to discuss what happened.
- Reflecting on why they became involved.
- Understanding what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents/carers.

#### **Bullying outside of the school**

- Teachers have the power to discipline pupils for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.
- Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

Signed:

Chair of Governors

# **Behavioural Management During the Coronavirus (COVID-19) Pandemic**

## **Statement of intent**

The school aims to act in accordance with our Behaviour Policy (available on the school website) at all times; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This addendum sets out what additional actions the school will take during this time.

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

## **Enforcing new rules**

The school ensures that infection control and social distancing rules are communicated effectively to all pupils.

Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this policy.

The school expects pupils to uphold these rules at all times, including on school transport, where practicable.

Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

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.

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

## **1. Attendance**

Attendance is mandatory for all pupils from September 2020.

The attendance register is taken as usual, in line with the school's Attendance Policy.

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.

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 by the headteacher.

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.

Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

## **2. Arrival and departure**

The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

The school expects pupils to move immediately to their learning area after washing their hands upon arrival.

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.

## **3. Hygiene and infection control**

The school's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

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.

Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

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.

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

Pupils are expected to dispose of tissues using the litter bins provided.

Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.



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.

The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with the behaviour policy.

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

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.

Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. 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.

## **4. Social distancing**

### **General**

Pupils adhere to the social distancing measures put in place by the school, which will be fully explained to them on their return to school in September.

Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Remain at least two metres apart from other people, where practicable.
- Remain within their assigned bubbles.

Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with the behaviour policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

### **In the canteen / dining area**

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.

Pupils are allocated specific times and areas for their lunch to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

### **During sports and exercise activities**

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

The school does not permit close-contact sports, play or activities at this time.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with the behaviour policy.

Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

### **Moving around the school**

The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

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 dining hall.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with the behaviour policy.

## **5. Ill health and infection**

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.

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 the behaviour policy and the Anti-Bullying Policy.

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.

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.

## **6. The school premises**

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with the behaviour policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

## **7. Breaktime and lunchtime arrangements**

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

## **8. School uniform**

The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

Parents do not need to clean their child's uniform any more often than usual.

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

## **9. Managing the behaviour of remote learners**

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.

Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

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.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place.

Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.

## **10. Support for pupils**

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.

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.

The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

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.

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.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

## **11. Rewards and discipline**

Rewards and discipline are given in line with the behaviour policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.

Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

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.

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. Exclusions**

All poor behaviour is addressed in line with the behaviour policy and discipline remains rational, reasonable, fair and proportionate.

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 excluded from school in the interests of the health and safety of the pupil and others.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only be used as a last resort.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the Local Governing Body decides whether any meetings should be delayed.

The Local Governing Body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

## **13. Close contact behavioural management**

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

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.

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.

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**

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher.

Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this addendum will expire.