



Christleton Primary School
Be the best you can be

**Behaviour and
Discipline Policy**

Document name		Author	
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Signed Head teacher			
Signed Chair of Governors			

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Christleton Primary School Behaviour and Discipline Policy

This policy is written after close consideration of the Department of Education publication 'Behaviour and Discipline in Schools', January 2016.

We are aware that we share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would be expected to make. We seek to create an atmosphere of co-operation and mutual respect, regardless of age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, marital/civil partnership status or gender reassignment.

Therefore, children are encouraged to be aware of the needs of others from the early years where children agree rules of behaviour within their classroom. There are rules for general behaviour around the school. Children are made aware of these and of the sanctions that may occur if they are not followed. We have found that positive reinforcement and the reward of good behaviour is the key to good discipline.

If necessary, parents of children are contacted and discussions are held in order that the home and school can work together to enable the child's behaviour to improve. Misbehaviour is dealt with seriously and may include the withdrawal of privileges. We encourage independence and self-discipline with the aim that our children will be able to work together responsibly.

It is important that we recognise good behaviour and use it as a positive example to the children. It is vital therefore that we have a system in place which rewards desirable behaviour and excellent attitudes.

Headteacher Statement

The Headteacher has determined that all measures regarding behaviour in school are taken with a view to;

- a) Promoting, among pupils, self-discipline and proper regard for authority,
- b) Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- c) Securing that the standard of behaviour of pupils is acceptable
- d) Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- e) Otherwise regulating the conduct of pupils

The Headteacher in determining such measures, is

- a) acting in accordance with the current statement made by the governing body under section 88(2)(a),
- b) has regard to any notification or guidance given to him under section 88(2)(b)

Governing Body Statement regarding behaviour

The governing body of Christleton Primary School recognise the importance of a strong behaviour policy to support staff in a consistent approach to managing behaviour, including the use of rewards and sanctions. They expect all pupils to behave well with proper regard for authority.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

Philosophy

This school believes that pupils have a right to be taught and the teachers the right to teach. We have very high expectations of our pupils in relation to their attitude, their work and their behaviour. We strive to create a culture in which there is visible consistency with visible kindness to allow exceptional behaviour to flourish. Good behaviour should be rewarded and sanctions imposed when behaviour is not appropriate. Our behaviour policy aims to ensure that all children are treated equally and fairly and is based on a calm, consistent insistence of high standards of behaviour from all at all times. It encourages pupils to behave in a responsible manner towards others, showing respect, consideration and kindness.

It is important that first attention is provided to good behaviour which should be recognised and rewarded. If pupils are praised when it is merited, then a positive climate is established in which pupils' self-esteem is nurtured.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

Values

Our behaviour policy supports the values of the school

- Respect
- Excellence
- Friendship
- Determination
- Courage
- Equality
- Inspiration
- Honesty

Expectations

Ready

Responsible

Respectful and kind

The Governing Body is responsible for

The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- Follow the expectations of the school, both in school and on the playground.
- To treat others with respect.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- Tell the truth when incidents do occur so that they can be dealt with correctly.

Staff responsibilities are:

- Model to the children appropriate behaviour.
- Encourage appropriate behaviour in class and around school – hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential, praising and rewarding good work and appropriate behaviour.
- To create a safe and pleasant environment, physically and emotionally.
- To remind children of the school rules, rewards and sanctions regularly and to apply them clearly and consistently.
- Provide interesting and stimulating work, which is appropriate to each child's requirements.
- Recognise possible times where inappropriate behaviour may occur and seek avenues to avoid this.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.

The Parents/Carers responsibilities are:

- To support school in the implementation of this policy.
- To model to the children appropriate behaviour.
- To make children aware of appropriate behaviour in all situations.
- Adhere to the school's equal opportunities policies by treating each and every member of the school community with respect.
- Ensure my child attends school and arrives on time.
- On the first day of absence inform the school of the reason.
- Ensure that my child has the correct uniform and wears it to school.
- Be willing to help their child with their work in school and at home.
- Listen to their child read regularly.
- Take an interest in all that their child does in school and attend parents' evenings.
- Share information (education, welfare and behaviour) that will help my child at school.
- Support our programme of educational day visits and residential visits.

What we do to encourage good behaviour

At Christleton primary school we acknowledge the importance of praise and recognition and seek to promote and reinforce our expectation of students at every opportunity. We recognise that children thrive on praise, the thrill of success and the glow of recognition. Praise should reward the deserving. It should raise aspirations, promote engagement, inspire and motivate those who may be struggling.

We must praise and reward whenever possible:

- Formally or informally
- Publically or discretely
- Regularly
- Consistently
- Sincerely

We work hard to ensure that children of all ability levels and in all year groups across the school can benefit from our recognition process and that there is consistent application of policy across year groups and by all members of the school team.

Recognition must be given sincerely and fairly as a means of acknowledging an effort, achievement or action that is **above and beyond** the norm.

Recognition in our school should link to:

- Children doing the 'right thing'
- Outstanding behaviour
- Excellent classwork
- Excellent homework
- Effort
- Attainment
- Care and kindness towards others
- Being a 'role model'
- Displaying resilience in difficult personal circumstances
- Sustained participation in extra-curricular activities
- Positive attitude / enthusiasm
- Personal growth / progress
- Making a positive contribution to the school, local, national and / or global community.

The Recognition System

We pride ourselves on providing a positive learning environment in which staff give verbal praise in class when pupils are doing well / doing things right. Rather than ignoring the quietly compliant pupils or class, we make the point of using verbal praise to highlight their efforts. A variety of methods of recognition exist at Christleton Primary School. These include:

- Praise boards in classrooms
- Postcard home
- Positive phone call home
- Public displays of high quality work
- Use of Twitter to celebrate
- Public acknowledgement which may include assemblies
- Headteachers awards.
- Each member of staff can utilise material such as stickers, certificates, table of the day awards etc. to reward positive behaviour.

House Teams / House Points

Each child in school is placed within a house team. The aim of house teams is to promote a notion of collective responsibility and working together as a team. House points are awarded to pupils for a variety of work related reasons; good work, consistent effort, achievement etc. House points are part of the whole reward system in school and as such will only be accredited, not forfeited. House points are measured through coloured stones which are placed into the appropriate jar when a house point is awarded. Each week the house points from each class are collated and the winning house is announced in assembly each Friday. This is then recorded on the school house team map situated in the school hall. Each child in the house that has the most points at the end of the half term will receive a reward.

Tidy Classroom Trophy

To develop pride in ones' surroundings the tidy classroom award is presented weekly to the class judged to have the most organised and tidy learning environment. Selected school councillors choose the class during the week and present the trophy as part of Friday assembly.

Celebration Assembly

Certificate may be awarded to children within a celebration assembly. These assemblies provide an opportunity for the parents and guardians to come into school and celebrate alongside their child. The certificate will can be presented for a range of reasons.

Headteacher Awards

The headteacher promotes positive behaviour and rewards achievement across school. Class teachers are encouraged to send children to the headteacher if they are exhibiting outstanding behaviour or have produced exceptional pieces of work. These children will be rewarded with a headteachers award sticker. Each sticker equates to three house points for the individual's house team.

What we do if children misbehave?

The school implements a range of strategies to support pupils to modify their behaviour. These will be proportionate and fair responses that may vary according to the age of the pupil, and any other circumstances that may affect the pupil. Account must be taken of the pupils age and any special educational needs or disability they may have, and any religious requirements affecting them.

The school believes in dealing with misbehaviour privately so that status is not achieved via negative behaviour. A clear, consistent approach is used by all adults when dealing with misbehaviour.

Quiet word – (at the child's level, friendly, supportive, reinforcing the expectation)

I've noticed that you're not (ready, responsible, respectful and kind)

I need you to...

Thank you.

Reminder

I'm just giving you a reminder to be

I need you to ...

I know that you can do this because ...

You are better than this.

Thank you.

Warning – don't argue, no aggression

This is the third time we have spoken; I've noticed you're still not ready to learn.

We will need to speak about this at ... for ... minutes

I need you to make the right choice, I know you can.

Thank you.

Time out

Because we have now spoken four times and our ready, responsible, respectful and kind rules have not been followed we will catch up at break time and talk some more.

You will need some time out....

Restorative Conversations and Repair

Wherever possible the school will seek to support the pupil by helping them to reflect on their behaviour through a restorative conversation based on a series of no more than five questions selected from:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make you feel?
- Who has been effective?
- What should we do to put things right?
- How can we do things differently in the future?

Unacceptable Behaviour

Below is a sample of the types of negative behaviour that the school addresses through appropriate sanctioning action. These are investigated and recorded as appropriate.

Unsatisfactory Behaviour

- Ignoring instructions
- Off task and / or non-work orientated talk
- Lack of co-operation and poor work attitude
- Interrupting or interfering, shouting out or rudeness.
- Wandering around class
- Ignoring health and safety, security or clothing rules.
- Lateness including extended play and breaks.

Misconduct

- Absenteeism without permission.
- Harassment or discriminatory behaviour towards other children or staff
- Dangerous or rowdy physical play
- Neglect causing damage to or loss of other children's, staff or school property
- Serious neglect of health and safety, security or clothing rules.
- Unsatisfactory attitude to staff
- Insubordination
- Repeatedly behaving in a manner which stops others learning
- Repeated patterns of inappropriate behaviour, e.g. defiance, tantrums, being disruptive
- Wilful or excessive wastage of material including misuse of electronic facilities (computers and ipads)

Serious Misconduct / Misbehaviours

Where a child's behaviour falls into or potentially falls into one of the following, the headteacher, Mr Mitchell, must be informed to ensure more serious follow-up actions are followed e.g. exclusion.

Examples are:

- Physical aggression towards staff or pupils.
- Verbal abuse – e.g. swearing, racial or sexual abuse of staff or pupils.
- Theft / Stealing.
- Physical destruction of property.
- Bullying though deliberate hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- Indirect (exclusion, spreading rumours)
- Prejudiced behaviour including racism, sexism, use of sexual innuendoes, sexually inappropriate material etc.
- Physically violent behaviour including fighting (deliberately hurting others)
- Swearing or being abusive to members of staff or other children.
- Leaving the class or the school environment without permission
- Refusal to carry out a reasonable school instruction
- Physical aggression towards other children or members of staff
- Deliberately ignoring safety / hygiene / security rules
- Wilfully and deliberately damaging, breaking, or destroying other children's, staff or school property.

These are examples not an exhaustive list.

If an incident is of a high severity or in exceptional circumstances the Governors delegate responsibility to the Head teacher. In this case, the headteacher will decide on further action to take and it may be necessary to bypass any one of the strategies listed above. Where appropriate parents will be informed via a letter or phone call. This may request an appointment to discuss the incident and it may be a request for parental involvement and/or exclusion from school.

If a child's behaviour continues as a concern, it may be appropriate to follow the Graduated Response for SEN, including the involvement of outside agencies for additional support. This will always be with parental consent.

If this fails, then the school could consider temporary or fixed-term exclusion in line with Local Authority policies and procedures.

As a school, we expect that parents will do everything they can to help their child relate cooperatively to adults and other children and accept some responsibility for their child's behaviour in school. Firm but affectionate guidance which parents provide in the home is most likely to produce the attitudes on which good behaviour in school may be based. Therefore, we can aim to maintain discipline by working together as a team with parents and children in order that inappropriate behaviour may be challenged. If a child's behaviour causes concern, parents will be informed and their cooperation sought.

Reasonable adjustments

Reasonable adjustments to the expectations may be made for some pupils e.g. those pupils whose SEND may affect their behaviours. In these cases, it is likely that individual behaviour plans will be written to support these children in adhering to the expectations placed upon them.

Recording and Monitoring Behaviour

Each class teacher has a behaviour book. This book is used to record any instances of behaviour that have caused concern. This book is monitored regularly by the SLT to identify any patterns, trends or frequently occurring individuals.

Class teachers formally monitor behaviour at least once each term and the data is collated to form an evidence base so a clear judgement can be made by the SLT about behaviour across school.

Robust and rigorous monitoring processes by the SLT monitor behaviour across school. Class records, the behaviour file and learning behaviours through learning walks, book monitoring, pupil interviews, surveys and lesson observations are all used to evaluate behaviour.

School systems provide clear expectations and guidance regarding behaviour for key events in the school day i.e. arriving and departing assembly, lining up at the end of break etc.

Behaviour Report Cards / Individual Behaviour Plans

Children who are persistently on yellow/ red may be put on a behaviour report card at the discretion of the teacher in consultation with the senior leadership team. This would normally be for one week but this could be extended by the class teacher if felt it was appropriate.

Once in operation the report cards will be completed by the teacher at the end of each session where behaviour will be registered in the following way:

KS1

The use of 3 faces to show happy, plain and sad.

KS2

Appropriate target or targets are agreed and then progress on these is recorded on the daily chart for all the sessions.

The report card either can go home with the child each day or the parent may wish to share it with the teacher and child at the end of the day.

The child will then take the report card to the Head Teacher at the end of the week.

Bullying

- The school will not tolerate any unkind behaviour towards an individual over a period of time and will act immediately if any suggestion of this is noted or brought to the attention of the staff.
- Please refer to the school's [Anti-Bullying Policy](#).

Sexual/Racial Harassment

Sexual or racial harassment of any kind will not be tolerated, and action taken immediately to deal with the situation. Any instances of racial or sexual harassment will be recorded in the school's behaviour file (located in the headteachers office)

All staff aim to be consistent with the implementation of the School's Behaviour & Discipline Policy and the emphasis is always on highlighting good behaviour as the example.

See also:

- [Equalities objectives](#),
- [Equal Opportunities Policy](#),
- [Anti-bullying Policy](#),
- [SEN Policy](#),
- [SEN Information Report](#)

Positive Handling / Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by the law. This is only used when all possible options for giving the child time / space to regain self-control have been exhausted.

The schools position on Positive Handling / Reasonable Force is outlined within the [Positive Handling Policy](#).

The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount

Staff employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Wherever possible, teachers avoid standing with their backs to the children and ensure that they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Beyond the School Gates.

Whilst this Behaviour and Discipline Policy refers mainly to the behaviour of pupils on school premises, the school reserve the right to apply the same principles beyond the school gate. Our policy covers any inappropriate behaviour when pupils are:

- Taking part in any school organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some way identifiable as a pupil of Christleton Primary School;
- Posing a threat to another pupil or a member of the public;
- Adversely affecting the reputation of the school.

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Searching, Screening and Confiscation

As stated in Searching, Screening and Confiscation (DfE 2014) the headteacher and any staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. *

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit and offence, or
- To cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules.

(* School staff can search a pupil for any item if the pupil agrees – the ability to give consent may be influenced by the child's age or other factors however)

Searching with consent

School staff can search pupils with their consent for any item.

Schools are not required to have written consent from a pupil for a search.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the member of staff and apply an appropriate sanction as set out in the policy above.

Searching without consent

The headteacher or authorised members of staff can carry out searches without consent. The headteacher considers when designating a member of staff if any training is required to carry out their responsibilities.

Searches without consent may take place if there are reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item (Prohibited items outlined above). These searches can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful charge of the pupil.

Whenever possible the search will be carried out by someone who is the same sex as the pupil being searched and should be witnessed by another staff member (ideally also of the same sex as the pupil). The above may not be applied if there is the belief that there is a serious risk harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

During the Search

The person conducting the search may not require the pupil to remove any clothing other than the outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment being worn as underwear.

'Possessions' means any goods over which the pupil has or appears to have control, this includes trays, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search

is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power of search does not enable an intimate search; this would need to be carried out by someone with more extensive powers e.g. a police officer.

Informing Parents

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to keep a record of a search.

Schools Obligations - The European Convention on Human Rights.

Article 8 states that pupils have a right to respect for their private life.

In the context of Searching, Screening and Confiscation, that means pupils have a right to expect a reasonable level of personal privacy. This right is not absolute, it can be interfered with but any interference should be justified and proportionate.

Screening

Christleton Primary School has a duty to manage the safety of staff, pupils and visitors. With this duty and the statutory power to make rules on pupil's behaviour the school is enabled to impose as requirement that pupils undergo screening should it be necessary.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff Training

We recognise that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

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Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated regularly. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be

Behavioural Management During the Coronavirus (COVID-19) Pandemic

This appendix has been added as a result of the Coronavirus (COVID-19) pandemic.

Statement of intent

Christleton Primary 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

Christleton Primary School ensures that infection control and social distancing rules are communicated effectively to all pupils.

- 1.1. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.2. Christleton Primary School informs parents of any changes to provision outlined in this policy.
- 1.3. The school expects pupils to uphold these rules at all times.
- 1.4. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.5. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.6. Christleton Primary 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.
- 1.7. Christleton Primary 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 September 2020.
- 2.2. The attendance register is taken as usual, in line with school policy.
- 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 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 by the office staff.
- 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. Non-attendance is managed in line with the Attendance policy, which includes specific provisions that will be followed during the coronavirus pandemic.
- 2.7. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

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 during the allocated time slot.
- 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. Christleton Primary School expects pupils to move immediately to their learning area after washing their hands upon arrival.
- 3.4. Upon departure from school, the school expects pupils to move immediately from the school site 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. Christleton Primary School COVID-19 risk assessment 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.
- 4.2. Christleton Primary 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 remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 4.4. 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.
- 4.5. Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- 4.6. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 4.7. Pupils are expected to dispose of tissues using the lidded litter bins provided.
- 4.8. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 4.9. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 4.10. Christleton Primary 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.
- 4.11. Christleton Primary 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.
- 4.12. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 4.13. 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.
- 4.14. 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.
- 4.15. Pupils are not expected to wear face coverings on the premises. If a child chooses to wear a face covering they must remove it following the guidance below:
 - 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

- 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, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- 5.3. 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.
- 5.4. 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.
- 5.5. 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.
- 5.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 5.7. 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.
- 5.8. 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.

The school kitchen and school hall

- 5.9. 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.
- 5.10. Initially food will be served to in the pupil's classrooms. Pupils are allocated specific time to eat their food. Over time the school will move the children into the school hall setting up systems to ensure social distancing. 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

- 5.11. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 5.12. Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when getting changed for PE.
- 5.13. The school does not permit close-contact sports, play or activities at this time.
- 5.14. 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 this policy.
- 5.15. 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.

During collective worship

- 5.16. The school will not be holding whole school or key stage collective worship initially.
- 5.17. Collective worship will take place within classrooms and pupils are expected to follow all social distancing and infection control rules during these times.

5. Moving around the school

- 5.1. The school expects all pupils to move around the school following the school's arrangements.
- 5.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 5.3. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 5.4. 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.
- 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. Break time and lunchtime arrangements

- 8.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and break times.
- 8.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

9. School uniform

- 9.1. The school expects all pupils to wear uniform while in school, in line with the schools' uniform policy.
- 9.2. 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.

10. Managing the behaviour of remote learners

- 10.1. 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.
- 10.2. Pupils who are learning remotely off-site are expected to adhere to this policy and the where applicable.
- 10.3. Christleton Primary 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.
- 10.4. Christleton Primary School recognises that some sanctions are unable to be given to pupils learning remotely

11. Support for pupils

- 11.1. Christleton Primary 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.
- 11.2. 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.
- 11.3. Christleton Primary 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.
- 11.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- 11.5. 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.
- 11.6. 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.
- 11.7. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 11.8. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- 11.9. 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.

12. Rewards and discipline

- 12.1. Rewards and discipline are given in line with this policy, where practicable.
- 12.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3. Christleton Primary 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.
- 12.4. 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.

13. Exclusions

- 13.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 13.2. 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 excluded from school in the interests of the health and safety of the pupil and others.
- 13.3. 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.
- 13.4. Permanent exclusion is only to be used as a last resort.
- 13.5. Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- 13.6. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 13.7. The timeframes set out in the exclusions policy remain in force, where practicable.
- 13.8. 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 body decides whether any meetings should be delayed.
- 13.9. The governing body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

14. Close contact behavioural management

- 14.1. 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.
- 14.2. Christleton Primary 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.
- 14.3. 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.
- 14.4. 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.

15. Monitoring and review

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