



Behaviour, Rewards and Sanctions

Policy

(Including Physical Intervention
policy)

Important coronavirus (COVID-19) update

We have added **Appendix B** to this policy, which provides an Addendum to this policy and details on further Behaviour Management procedures during the coronavirus (COVID-19) pandemic.

Behaviour, Sanctions & Rewards, Including Physical Intervention Policy (Including EYFS)

Policy Review Date: June 2020

Reviewed By: J Callaway & SLT

Next Review: June 2021 (or following incident, legislation or interim guidance)

Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is also made available on the school website.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
Sept 2017	Policy Statement	Updated to reflect non-statutory advice “Behaviour and Discipline in Schools)	4
Sept 2017	Appendices	Record of physical intervention documentation updated	
November 2017	Appendix A	Appendices Record of physical intervention documentation updated	
June 2020	Appendix B	Behaviour Management procedures during COVID-19 pandemic	14

Contents

Policy Statement.....	4
A consistent approach to behaviour management	4
Golden Rules	4
Code of rewards and sanctions	5
Stamps, stickers, merit badges and certificates	5
Sanctions	5
Traffic light system	6
Misdemeanours	6
Report Card.....	7
Record of Sanctions.....	7
Serious misbehaviour	7
Support systems for Pupils.....	8
Liaison with external agencies	8
Managing pupil transitions.....	8
Staff training and support.....	8
Physical Intervention Policy	9

Policy Statement

This policy relates to the whole school including the EYFS (see also EYFS Policy). It has been written following guidance from the non-statutory DfE advice *Behaviour and Discipline in Schools* (2016) which is available here <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

This policy should also be read in conjunction with the school's physical intervention policy which is appended to this document

Our policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

A consistent approach to behaviour management

The school operates a Positive Behaviour Policy and all children are expected to be polite, well behaved and sensible. Moral awareness is an important part of our school day with a great emphasis being laid on care and consideration for others. Positive behaviour is rewarded and inappropriate behaviour dealt with accordingly. Where possible, this will include a discussion with the child to talk about why his/her behaviour was not acceptable. A system of rewards and sanctions is in place within the school. The school's 'Golden Rules' and "Code of Rewards and Sanctions" is outlined below. The Golden Rules are displayed in all classrooms, and the children are expected to follow it at all times. This lists things that are expected of children. The 'Code of Sanctions' outlines sanctions and is not on general display. These are both based on respect; respect for the individual, staff, property and possessions. Discipline in the punitive sense is regarded as a contingency measure; our main emphasis is upon example, communication, trust, sound working relationships and a belief that prevention is better than cure.

Golden Rules

At all times children are expected to:-

- ☛ do their best in all that they do and allow others to do the same; be respectful of others;
- ☛ walk around the building quietly and sensibly;
- ☛ listen to and follow instructions;
- ☛ take care of school;
- ☛ look after their own and other people's property;
- ☛ be punctual at the start of the day and for every lesson and activity;
- ☛ follow the school uniform requirements and ensure they appear smart throughout the day
- ☛ show equal respect for all adults working at the school and for all visitors

Code of rewards and sanctions

Guidelines

The most productive way of improving pupils' co-operation is by encouraging, and rewarding, desirable behaviour. **Whenever possible discipline should be achieved by using 'positive' means.**

It is, however, also necessary to let pupils know that if they fail to respect the school rules, there will be consequences. Any sanctions must be appropriate for both the pupil and the misdemeanour. Whenever possible, sanctions should be immediate and not deferred.

Rewards

Rewards throughout the school are given in the following way;

- 👉 Verbal praise
- 👉 Award of merit badges
- 👉 Award of a class certificate at the achievement assemblies on Fridays.
- 👉 Visit to another teacher
- 👉 Visit to Headteacher
- 👉 Cups are awarded annually for kind and helpful behaviour and to any child who overcomes a particular difficulty.

Stamps, stickers, merit badges and certificates

- 👉 Verbal praise and / or stamps and stickers in children's work are used to praise and motivate children on a day today basis
- 👉 Class certificates are given out at the achievement assemblies on Fridays. This may be for excellent work or improved effort etc. that particular week
- 👉 Merit badges are awarded weekly for endeavours that go "beyond the expected". This may be for academic excellent, consideration and respect for others or other exceptional circumstances. If they are awarded for academic achievement, attainment must be relative to the individual pupil's ability.

All members of staff (teaching and non-teaching) are encouraged to utilise the School's range of rewards.

Sanctions

Whenever a sanction is used to correct a child's unwanted behaviour, it is imperative that the child fully understands why the sanction is being implemented. Time and care should be taken to make sure that this happens.

Sanctions should benefit others if possible and should not be demeaning, otherwise the outcome will be less positive.

In the event of unwanted behaviour, staff should use their professional judgment about the incident and how best they might deal with it. Most incidents can be dealt with quickly and effectively using verbal correction, but occasionally, it may be necessary to take further action. Where necessary, minor infringements should be reported to the form tutor who will then make a decision if it necessary to proceed further. **At all times, staff should use their professional judgment about how far an incident needs to be pursued.**

Where it is appropriate, the School may utilise a range of sanctions (see Traffic light system)

Corporal punishment is banned within school.

(The procedures to be followed in the event of an exclusion are laid down in the Exclusions Policy. Only the Headteacher can impose an exclusion.)

Traffic light system

We have a 'traffic light' system to prevent any low-level disruption during learning time.

- ☛ Children who are causing disruption to others will be given two warnings to stop the unwanted behaviour. We expect children to listen carefully to instructions in lessons.
- ☛ If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. They will be asked to move their name to the next traffic light. Children will start the day on green and a move to amber is intended to act as a signal to stop the unwanted behaviour. When moving from classroom to classroom (ie to music, art, science etc) a class should take the traffic light with them. If the card is unavailable, the staff member dealing with the incident should seek the form tutor to assist.
- ☛ If, following a further two warnings within a lesson, they continue to exhibit behaviour which is not conducive to a calm working environment they will be asked to move their name to the red traffic light and take time out in class for five minutes. If a child continues to behave in such a way that their learning or the learning of others is disrupted, they will take their time out in another classroom. *The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.*
- ☛ The same rules apply when outside the classroom; for example during lunchtimes, breaktimes and after school clubs.
- ☛ Children who are placed on the red traffic light will need to visit the deputy headteacher or the headteacher during the same day and have his / her name placed in the behaviour log. The purpose of this visit is to discuss their actions and agree a way forward. Dependent on the nature of the misdemeanour, the DHT or HT may impose a further sanction such as loss of breaktime, for example.
- ☛ A child is placed on the red traffic light 3 times within a half term, a child's parents may have to come in to school to discuss their behaviour. This may result in a child getting a behaviour report card.

Red light

For more serious transgressions, children can be moved straight to a red light and parents will be contacted at the end of the day. The meeting with parents is recorded and copies sent to HT / DHT

This system gives a clear and coherent way of recording disciplinary issues and of ensuring that a good record is kept. It is not intended to replace the valuable contact between form tutors and parents that takes place at the beginning and end of the day.

Misdemeanours

The following is a list of misdemeanours that may result in the application of a sanction (ie a move to another light). Staff should take care to offer at least two warnings before the imposition of a sanction.

Examples of inappropriate behaviour	Examples of sanctions
Minor incidents	
☛ Talking out of turn	☛ Verbal reprimand
☛ Distracting others	☛ Reminder of rules ☛ Missing out on rewards / part of playtime

<ul style="list-style-type: none"> ☛ Poor manners to other members of the school community ☛ Thoughtlessness with school / others property ☛ Running in school 	
<p>Persistent or more serious incidents</p> <ul style="list-style-type: none"> ☛ Disobeying instructions ☛ Arguing with a member of staff ☛ Going out of bounds ☛ Rudeness to a member of the school community ☛ Continually preventing others from working ☛ Wilful damage to school / others property 	<ul style="list-style-type: none"> ☛ Name moved on traffic light sheet ☛ Withdrawal from a lesson ☛ Working in another classroom ☛ Making up missed work in own time ☛ Writing a letter of apology
<p>Serious incidents</p> <ul style="list-style-type: none"> ☛ Bullying ☛ Fighting or other physical violence ☛ Aggressive behaviour ☛ Rudeness to staff or refusal to follow instructions ☛ Misbehaviour on school trips ☛ Serious disruption of lessons 	<ul style="list-style-type: none"> ☛ Name on red light of traffic light ☛ Visit to HT and name in behaviour log ☛ Parents contacted ☛ Exclusion from trips / outings ☛ Report card ☛ Fixed term exclusions

Report Card

In rare and extreme circumstances, these are issued when a child has failed to produce work on a number of occasions or when behaviour is continually inappropriate.

The Headteacher writes to the child's parents to tell them the reason for issuing the card.

The pupil presents the card to the teacher at the start of the lesson. At the end of the lesson the teacher makes a comment on the card and gives it back to the pupil. The card is then taken to the next lesson and so on. Each lunchtime the pupil must take the card to the Headteacher so he can see what progress is being made. The child must show the card to his/her parents each evening and have the card signed.

The child is kept on the card until the Headteacher is happy that real progress in his/her work/behaviour has been made.

Admission

The admission of a boy/girl is conditional on acceptance of the terms in the Avalon school prospectus these guidelines. While every effort is made to inform parents about serious breaches of school rules, it must also be accepted that the Headteacher has complete discretion in the imposition of sanctions including suspension or exclusion.

Where parents consider that a particular sanction is unjustified they should make any representations to the Headteacher in the first instance. If they continue to be in dispute they are entitled to write to the Chair of Governors.

Record of Sanctions - Serious misbehaviour

The School maintains a central register of sanctions for serious misbehaviour that records the child's name and class, the nature and date of the offence and sanctions imposed. This may include more serious transgressions from the list above and disciplinary action against any pupils who have made malicious accusations against staff.

The School defines serious misbehaviour as behaviour that might lead to exclusion (temporary or permanent) out-of-hours detention and/or disciplinary meetings involving parents .

See the school's exclusion policy for further details.

Support systems for Pupils

Children are supported with their behaviour through the pastoral structure. This includes support from the Form Tutor and other staff. Children also receive support and guidance through regular PHSCEE lessons. External support may be necessary for children whose behaviour requires additional intervention.

Liaison with external agencies

External support may be necessary for children whose behaviour requires additional intervention. This may include, but is not limited to, Children's services.

Managing pupil transitions

When children move from Y6 to secondary school (or from any class at any time during their time with us) we pass on a pastoral report to the new school which outlines any behavioural difficulties that a child may have faced and the appropriate strategies that have been implemented.

Staff training and support

Staff review the behaviour management policy on an annual basis and amendments are made as appropriate. At staff meetings, pastoral issues involving children are raised and discussed, including the implementation of appropriate strategies.

*Reviewed September 2019
Next review September 2020*

Physical Intervention Policy

Avalon School encourages pupils to make positive behaviour choices. On very rare occasions this may result in a situation that requires some form of physical intervention by staff. This policy is written in guidance with <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> (2013)

Our Restraint Policy is based upon the following principles:

- ◆ Physical intervention is used only as a last resort when other appropriate strategies have failed.
- ◆ Any physical contact is only the minimum required.
- ◆ Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- ◆ Incidents are recorded and reported to the Headteacher.
- ◆ Parents are informed of each incident.

1. The legal framework

Section 93 of the Education & Inspections Act 2006 allows ‘teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- ◆ causing injury to his/herself or others
- ◆ committing an offence
- ◆ damaging property
- ◆ prejudicing the maintenance of good order & discipline

This policy has been written with DFE ‘Use of reasonable force’ advice for Headteachers, staff and governing bodies July 2013: reviewed 2015

2. Definitions

The DFE guidance (2013) on the ‘Use of Reasonable Force’ defines and explains these terms in the following way:

- ◆ The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- ◆ Force is usually used 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 pupil needs to be restrained to prevent violence or injury.
- ◆ ‘Reasonable in the circumstances’ means using no more force than is needed.
- ◆ Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
- ◆ Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- ◆ School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The DFE Guidance 2013 on ‘Use of reasonable force’ states that schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow and instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event, trip or a visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following ‘prohibited items’: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Physical intervention is only used when all other strategies have failed to have the desired effect on a pupil’s behaviour.

NB It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching To give first aid.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a ‘Duty of Care’ to all children they are in charge of. They therefore take reasonable action to ensure the safety and well-being of all pupils. This being said staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of Physical restraint

Physical restraint is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint i.e. only applying force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods are used as appropriate with physical intervention or restraint a last resort.

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The Headteacher should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed on the same day by the Headteacher (see below). A copy of the form

in (appended) must be completed by the member of staff involved and any adult witnesses on the same day as the incident and passed to the person reviewing the incident. In incidents where a member of SLT or the Headteacher is involved the Safeguarding Governor or a member of Governance must be informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural EHC plan, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. The Headteacher (or, in his/her absence, a member of the leadership team) will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

In the exceptional circumstances where physical restraint or intervention becomes necessary, staff:

DO

- Summon help / involve another member of staff if possible
- Continue to talk to the pupil in a calm way Use simple and clear language
- Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition)
- Use the minimum force necessary
- Be aware of any feelings of anger
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax the restraint in response to the pupil's compliance

DON'T

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Act in temper
- Allow a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Use physical restraint or intervention as a punishment
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

Policy Written September 2019 and will be reviewed September 2020



Record of Physical Intervention

ALL SECTIONS OF THIS FORM MUST BE COMPLETED WITHIN 24 HOURS

School:					
Name of young person:	D.O.B.	Year Group			
Location:	Date:	Time:			
Name(s) of staff using intervention:					
Detail of behaviour requiring intervention:					
Continued on sheet B – Y / N					
Nature of intervention used:					
Continued on sheet B – Y / N					
Duration of restraint:	Name(s) of other Y/P present:				
Names of other staff & other adults present:					
Effectiveness and consequences of restraint:					
Details of any injuries to or reported by Y/P or any other person:					
Y/P comments:					
Head Teacher comments:					
Head Teacher signature:					
Debrief Y/P	YES / NO	Date:	Debrief staff	YES / NO	Date:
Reported to :	Parent(s)		Response:		
Date:	Carer Social Worker				

Details of behaviour requiring intervention (cont.):

Nature of intervention used (cont.):

APPENDIX B

ADDENDUM TO BEHAVIOUR POLICY:

Behaviour Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behaviour Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

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

1. Enforcing new rules

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

2. Arrival and departure

- 2.1 The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 2.3 The school expects pupils to follow instructions to move to their classrooms after washing their hands upon arrival.
- 2.4 Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on or around the school premises.

3. Hygiene and infection control

- 3.1 The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
- 3.3 Younger children should stick to their class groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 3.4 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 and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
- 3.5 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 3.6 Pupils are expected to dispose of tissues using the litter bins provided.
- 3.7 Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 3.8 Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 3.9 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.
- 3.10 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 3.11 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.
- 3.12 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4. Social distancing

General

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

- 4.2. 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.
- 4.3. Pupils are expected to:
 - Refrain from close contact with other pupils or adults in school
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned groups.
- 4.4. 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.
- 4.5. Pupils are placed into classes of no more than 15 pupils and they are not permitted to mix with other pupils outside this class / 'protective bubble' group.
- 4.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 4.7. 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.
- 4.8. 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.

Lunchtimes:

- 4.9. The school expects pupils to respect the health and safety of staff and other pupils during breaks and lunchtimes and to follow all infection control and social distancing rules put in place while collecting and eating food.

During sports and exercise activities

- 4.10 The school expects pupils to follow all social distancing and infection control measures during physical and exercise activities, both indoors and outdoors.
- 4.11 Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using washing facilities.
- 4.12 The school does not permit close-contact sports, play or activities at this time.
- 4.13 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.
- 4.14 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.

5 Moving around the school

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

6 Ill health and infection

- 6.1 The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2 Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
- 6.3 The school allocates suitable areas that can be used to isolate pupils who show symptoms of coronavirus whilst they wait for their parent or 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 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 Breaktime 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 breaktimes.
- 8.2 Pupils are expected take their breaks and lunchtimes at staggered times, within their permitted protective bubble / class groups and only in designated areas.

8.3 Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between groups, unless authorised by the member of staff responsible for a given group.

9 School uniform

- 9.1 The school expects all pupils to wear their Avalon PE kits or School Tracksuits to school. No School Blazers or School Hats are to be worn, as they cannot be easily machine washed.
- 9.2 Parents should ensure that their children attend school in clean uniform each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.
- 9.3 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.
- 9.4 Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:
 - They are plain in colour
 - They are practical for school
 - They do not display words, logos or graphics that are considered offensive

10 Managing the behaviour of remote learners

10.1 Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Agreement for Remote Online 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.

10.2 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.

11 Where discipline must be deferred until the pupil returns to school, the headteacher will inform the pupil's parents by letter / email and discuss via telephone.

12 Exclusions

- 11.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 11.2 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.
- 11.3 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.
- 11.4 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the headteacher liaises with the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- 11.5 The timeframes set out in the Exclusions Policy remain in force, where practicable.
- 11.6 Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 11.7 The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

13 Rewards and discipline

- 12.1 Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.
- 12.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 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.

14 Close contact behavioural management

- 13.1 Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Physical Intervention Policy.
- 13.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil

- to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.3 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.
 - 13.4 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

- 14.1 This appendix is reviewed in reaction to any new government advice by the headteacher.
- 14.2 Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.