

Attendance, Behaviour, and Anti-Bullying Policy



Redbridge Community School

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Introduction

At Redbridge Community School we offer a safe, calm and inclusive culture. Our ambition in securing the very best outcomes is underpinned by our 4 values: Aspiration, Respect, Opportunity and Excellence. Therefore we aim to:

- Offer a safe, orderly environment in lessons and around the school.
- Develop systems that allow students to take responsibility/account for their own actions.
- Develop 'inclusive' practice whilst making necessary adjustments for those who need it.
- Understand that behaviour is an outcome, and maybe because of unmet needs.
- Develop further systems to support and develop individual character and well-being.
- Demand better from all with high expectations.

Section 1: Behaviour

Culture and Ethos

At Redbridge Community School, all students have a right to learn and all teachers have a right to teach. The most effective support systems are those which focus on quality first learning and building relationships and this in turn builds a strong aspirant culture.

The Schools Pastoral Services

The school will use a range of strategies to support students in the learning environment. These include a mix of taking responsibility and accountability and restorative practices.

Jankers

Students who struggle to maintain sociable behaviour during break times (littering or running through corridors are examples of anti-social behaviour) must report to 'Jankers' in the canteen. Names will be logged by the Senior Management Team and students will be required to aid caretakers in clearing the school site as an immediate punishment. This is designed to develop accountability.

On Call support

All incidents are recorded immediately for analysis of hotspots. Department follow up, for after the event, is essential. The on call support teacher will try to help resolve the issue within the department, but if this breaks down then the student will be taken to their Head of Year.

Alternate Exclusion Room

To avoid exclusion, the Alternate Exclusion Room houses students who seriously block the learning of others. Students are given access to the full curriculum, but must manage their

own pace of learning. A period within the Alternate Exclusion Room may follow an exclusion if deemed necessary.

Blind referrals/Learning Survey

Behaviour data is monitored closely within school and students who are repeatedly appearing on this can be subject to the blind referral process. Internal behaviour data includes our Sims referral system, on call data and Alternate Exclusion Room tracking. In addition to this staff and students are able to nominate 'learning blockers' within their groups. These will be the names of students who prevent others from learning. The repeat names from the above will be part of the year group blind referral.

This runs annually for each year group and constitutes a two week period of monitoring by staff. The student will be unaware that the process is running and will receive individual feedback from the Headteacher once the process is over. Staff record all incidents involving the student, both positive and negative throughout.

At the end of the blind referral fortnight and subsequent meeting with the Headteacher actions will be taken should the reports be negative.

This is likely to involve a period of time of the student being isolated.

This is designed to create a voice for those students to take an active part in their school by providing a safe opportunity to report concerns, without fear of retribution. This process is supportive and students have opportunities throughout to modify behaviour.

Assembly 'Pull Ups'

These are used within assemblies to highlight the negative referrals being received by students. The ultimate aim of the 'Pull Up' procedure is to publicly acknowledge counterproductive behaviours, leading to subsequent behaviour improvement. Given this is well publicised, it is important for students who are 'pulled up' take responsibility for their actions and so that all students can see that 'justice is seen to be done'.

Support Agencies

A range of outside agencies may be contacted to support students in school. An appropriate member of the pastoral team will usually lead contact. Currently these agencies include educational psychologists, family and mental health groups, student support services, Education Welfare officers, social workers, the Youth Service and Voluntary Sector Youth Support groups, The Youth Offending Team and Health Service representatives including the school's own Healthy Living Advisor and family engagement worker. Parents will be contacted prior to the involvement of any of these agencies.

In School Support

Over recent years Redbridge Community School has invested significantly in additional in school support. This has included:

- A fully trained ELSA
- Family engagement worker
- A trained counsellor
- A wellbeing/mental health nurse
- A dedicated therapy space to support emotional wellbeing.

Edu-K8-Our In-House Inclusion Service

Our Edu-K8 programme operates as a school within the school. Edu-K8 provides students at risk of permanent exclusion or repeated short term exclusions with an opportunity to remain in school. Attendance at Edu-K8 will help young people to prepare for adult life through a range of educational experiences which are planned to motivate, inspire & support learning.

Students will benefit from smaller class sizes, a range of extended learning projects, a balanced core curriculum (English, Mathematics, Science, PE, Art, PSHE, ICT) with vocational learning, counselling services and nurture group work. To give Edu-K8 its own identity the school day will be personalised to meet individual needs.

Nurture and Endeavour Pathways

Within each year group there are KS3 Nurture groups and KS4 Endeavour groups. These pathways offer a bespoke curriculum where academic and developmental progress is strategically planned, monitored and reviewed on a regular basis.

Nurture groups and Endeavour groups all follow the Nurture Group key principles:

- Children's and young people's learning is understood developmentally.
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's and young people's lives

The Use of Managed Moves

Managed transfers between schools first appeared in the DfES/DCSF Circular 10/99 and reiterated in the "Improving Behaviour and Attendance – Guidance on Exclusion from Schools and Pupil Referral Units" September 2007. The Headteacher can consider a managed move, where previous intervention has not been successful and follows a history of challenging behaviour and when parents have either agreed or initiated this.

A managed transfer request will normally be initiated by the student's current school. Requests for managed transfers will not be considered without the signed agreement of the parent/carer. Students on managed moves will still stay on our school roll. It is a fresh start with opportunities to develop new relationships. It is likely to have a positive impact upon the student's progress and inclusion in a mainstream setting.

Justification for the transfer of students in public care or the subject of a statement of Special Educational Needs will need to be especially strong. An early annual review for a student with a statement should be held to consider the appropriateness of the current placement in line with Department of Education recommendations.

There should never be more than four weeks between planning a move and starting at a new school. It will usually be easier for a student to join a new school at a natural break, either at half term or at the beginning of new one. Managed transfers will consist of a trial period in the new school prior to taking a student on roll, however initial weekly/ fortnightly reviews of progress and the effectiveness of support offered to the pupil will form part of the integration plan for a maximum of 6 weeks. This can be extended with the agreement of all parties.

Exclusion from School

The Headteacher can decide whether to exclude a student, for a fixed-term or permanently, in line with the school's behaviour policy, taking into account all of the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

A-Procedure for Fixed-Term Exclusion

On reaching the decision to exclude a student, the Headteacher, Senior Management Team or an appropriate member of the Progress Team will contact the parents/carers and discuss the reasons for the exclusion. In a letter, the Headteacher will formally notify the parents/carers about:

The reasons for the exclusion

The period of a fixed-term exclusion

Parents/carers rights to make representations to the Governing Body

How representations can be made

Date of reintegration meeting

Parents/carers have the right to make representations to the Governing Body about any exclusion and the Governing Body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. The school has a duty to provide suitable full-time education for excluded students from the sixth school day of any fixed period of exclusion of more than five consecutive school days.

Parents

Parents/carers have a clear role in making sure their child is well behaved at school. If they do not, the school or LEA may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or LEA may issue a penalty sanction of £50 (rising to £100).

Parents/carers must also ensure that their child attends the suitable full time education provided by the school Governing Body or the LEA from the sixth day of exclusion.

Parents/carers are expected to attend a reintegration interview following any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or LEA apply for one.

Procedure for Permanent Exclusion

Permanent exclusion is rarely used at Redbridge. However, there are some occasions when the Headteacher may reluctantly exercise the right to do so. Permanent exclusion at Redbridge may be used for one or more of the following reasons

- An irretrievable breakdown in the relationship between the student and the school due to a persistent refusal to co-operate and respect the school community
- Preventing other students from learning with persistent disruptive behaviour when an interaction has failed.
- Serious and extreme verbal abuse towards or physical assault of a member of the school community
- The safety and welfare of staff is of paramount importance when conducting their professional duties around the school. In the event of a fight between students, staff will forcibly tell the students to stop fighting and separate. If this command is ignored and a member of staff is struck, intentionally or unintentionally, whilst trying to intervene, the Headteacher will recommend permanent exclusion of the student responsible
- The use or sale of prohibited banned and illegal substances
- A severe threat to the health and safety of the school

In the event that a student wilfully activates the fire alarm the matter will be referred to the Headteacher who may consequently recommend permanent exclusion to the Governing body

The Process

On reaching the decision to permanently exclude a student, the Headteacher or a member of the Senior Management Team attached to that Year group or the Lead of EDUK8 will contact parents/carers and inform them of the decision. A letter will be sent within 24 hours confirming the decision and providing the parents/carers with the Local Authority (LA) contact for advice and support

The school, through its Pastoral Team, will make arrangements to send work home and organise arrangements for it to be marked once it is completed.

The LA will be informed of the decision.

The Governing Body will be informed and an arrangement will be made to review the decision to permanently exclude.

All school documentation relating to the exclusion, for presentation at the Disciplinary Hearing, will be sent to the parents/carers at least 48 hours before the meeting
At the exclusion hearing, the Governing Body will review the evidence submitted by the Headteacher, parents/carers and the LA

The parents/carers and the school will be notified of the Governing Body decision in writing within 24 hours of the hearing.

Should the Governing Body overturn the decision to exclude the school will make arrangements for the student's return as soon as possible. In most cases this will be with support from outside agencies in order to ensure a successful outcome.

Where the Governing Body upholds a permanent exclusion parents/carers have the right to appeal the decision to an Independent Review Panel. Parents/carers may request an SEN expert to advise such a review. The LEA are under duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

More information about exclusion can be found within the statutory instruments document on the DFE website No.1033 "The School Discipline (Pupil Exclusions and Reviews)(England) Regulation 2012"

Section 2: Screening, Searching and Confiscation

The Headteacher and staff, authorised by the Headteacher, have the power to search students or their possessions, if necessary without consent, where they suspect the student has a "prohibited item". Prohibited items may be passed to the police.

Prohibited items include:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Articles likely to be used to commit an offence, cause personal injury or damage to property

Items banned by the school rules.

As the school is private property, the school can use private firms to sweep and/or search for prohibited/unlawful items.

As set out in Section 91 of the Education and Inspections Act 2006, school staff can seize any prohibited item found as the result of a search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and Safety legislation requires the school to be managed in a way which does not expose students or staff to risks to their health and safety, under the Health and Safety at Work Act 1974

Electronic devices (such as a mobile phone) can have their files or data examined. Following examination, a member of staff can decide to return the device, retain the device, dispose of the device, and erase any data or files in the device if they think there is good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device, it is up to the member of staff to decide whether they should delete the material or retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school does not require consent of the student or parent when conducting a search. Refusal to agree may infer guilt on the grounds of non-compliance and the Police may be consulted.

More information can be found within DFE guide for "Screening, Searching and Confiscation" (2012) and "The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012".

Section 3: Use of Reasonable Force within the School

All school staff have the legal power to use reasonable force and senior staff will support them when they use this power. This will also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers.

What is reasonable force?

The term reasonable force covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to restrain or control. This can range from guiding a pupil to safety by the arm through to more extreme circumstances

such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, refusing to follow instructions to leave or after repeated attempts, in a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

Prevent a pupil behaving in a way that disrupts a school event or a school trip or 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.

Elements of restraint and reasonable force policy will apply and in most cases the person will be held by the forearm and under the arm. Any assault of any member of staff will be reported to the Police and action is likely to be taken.

For further information on this refer to the schools physical restraint policy.

Note: "Use of reasonable force". Advice for headteachers, staff and governing bodies, July 2013.

Section 4: False Allegations against Staff

DFE guidance protects teachers from malicious allegations and strengthens their authority in the classroom. It makes clear that the Headteacher can temporarily or permanently exclude students who make false allegations against members of staff, including the

headteacher. In extreme circumstances the Headteacher may even press criminal charges against the student.

Section 5: Beyond the School Gate

DFE guidance gives the Headteacher power to discipline students who misbehave outside the school's premises and outside the school's hours.

Section 6: Visitors to the School

Other Individuals.

Redbridge Community School is private property and people do not have an automatic right to enter the school. Parents and visitors have an 'implied licence' to attend for appointments, to attend a school event or to drop off lunches and property at their own discretion Section 547 of the Education Act 1996 makes it a criminal offence for a person to be on school premises without legal permission to cause or permit a disturbance.

To cause a nuisance, an individual must have been previously banned under Section 547, Education Act 1996 for aggressive, abusive or insulting behaviour, notified by letter from the headteacher.

In addition, once the headteacher (or member of staff) has asked on at least three occasions for someone to leave, and refusal is evident, their implied licence has been exceeded and withdrawn, they can be removed by the headteacher or SMT after at least three warnings. The governing body will require the headteacher and SMT to do so under this precedence and this policy is reviewed annually. If the professional judgement is that the Police should be called, they will advise on what action to take. If any adult is to be removed, the Police will be notified.

ATTENDANCE

Expectations

At Redbridge Community School we expect students to feel their presence in school is important and valued. Students will be missed when they are absent from school and action will be taken to ensure regular school attendance. There is a clear correlation between high levels of attendance and high academic performance. Therefore, every student is encouraged to maintain the highest possible level of attendance, remembering that even 95% attendance is still missing 10 days off school (2 school weeks).

Attendance Category	Percentage Attendance	Time missed in an academic year	Time missed during secondary education
Outstanding	100 %	None	None
Satisfactory	95 %	10 days	10 weeks
Unacceptable – Will be referred to Education Welfare as a PA Student	90 %	4 weeks	Half a year
Likely to result in prosecution	80 %	2 months	A whole year

Parents have a legal responsibility to ensure their child's attendance at school. All absence will require an explanation. Parents are expected to inform the school on the first day of absence by telephoning the school office. On return to school a note should be given to the Tutor to cover all days during the period of absence. Failure to do so may lead to the absence remaining unauthorised and the school will make the final decision as whether to authorise as absence.

Attendance is the responsibility of all staff at the school. The school, in particular Tutors, will keep a consistent and accurate record of student attendance, which is shared with the Education Welfare Service. Teaching staff will also record student attendance at each lesson using Sims. Overall patterns of attendance are monitored closely by the Assistant Progress Leaders and appropriate action is taken where necessary. This may include staff referring a student to the Healthy Living Advisor if that student persistently takes time off for reasons of illness. Please also refer to Consequences for other possible actions.

Good or improved levels of attendance will also be recognised and rewarded on a regular basis. Rewards will include reward afternoon sessions as part of the school's 'Hot 100' scheme.

Students are expected to be punctual for school and for lessons and we treat lateness as unacceptable. Students should be in Tutor rooms ready for the calling of the register at 8.40 am. They should also expect to make up lost time as a result of lateness. If a student arrives after registration has closed (9am) they will be expected to complete a school detention at first break. Failure to do so will result in them completing the detention that same day at 2.45pm for 15minutes. A student who is 10 minutes late to school every day is missing the equivalent of 6 days education a year. Lateness maybe treated as a truancy by the school even if that young person has attended the majority of their lessons on that day. The school will use its discretion and knowledge of individual cases.

Application for Exceptional Leave of Absence

Changes to the Education (pupil legislative) (England) Regulations 2006 which became law on 1st September 2013, state that Headteachers cannot grant any leave of absence for the purpose of a family holiday.

Exceptional circumstances will be considered for events such as a family bereavement or trauma.

Application for leave of absence must be made in advance. The form should be submitted to the school office and the decision to authorise the absence will ultimately be taken by the Headteacher.

Please note the following:

Any requests for absence that are not granted, but subsequently taken, will result in the absence being recorded as unauthorised.

Unauthorised absence may result in a Penalty Notice to each parent, for each child absent.

Consequences

If a parent fails to contact the school on the first day of absence, the school will attempt to contact the parent. This will be by use of Truancy call or a personal phone call. The school may also do a home visit as part of our 'Attendance Bus'. The school works closely with the Education Welfare Service and where there is sufficient concern, the school's Education Welfare Officer/Family Engagement Worker may call at the family home or at an address where the student is thought to be staying.

Assistant headteacher regularly monitor student attendance and work alongside the Education Welfare Officer. At regular periods, the Education Welfare Officer will interview any student who has attendance below 90% or who is thought to be at risk of falling below 90%. Parents may also be invited to attend the interview. The purpose of the interview is to agree strategies to improve attendance to an acceptable level.

The Local Authority has now introduced Fixed Penalty Notices (section 23 of the Anti-Social Behaviour Act) as an alternative to prosecution under section 444 of the Education Act 1996. It is shown that in many cases, Fixed Penalty Notices are a suitable intervention in circumstances of parentally condoned truancy. This can include withdrawal of a student/students for the purpose of a family holiday.

A Fixed Penalty Notice can be issued in the following circumstances. Where a student has Unauthorised Absence of 10 or more sessions (5 school days) during any 80 possible school sessions (8 school weeks). A Fixed Penalty Notice can also be issued to parents if, during the period of a student's exclusion from school, the student is seen out in a public place.

The Local Authority have also introduced a system known as "Fast Track To Prosecution". In such cases, a parent will be notified by the Education Welfare Service of their intention to start proceedings and within 7 days a court date will be given to parents. That date is 12 weeks from the time of notice.

Section 7: School Response to Anti-bullying

Bullying is a sad fact of modern life and can have a devastating effect on the lives of the people involved. Redbridge Community School is committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school

We encourage students to tell someone in school when they are in difficulty, without fear of repercussions.

What is bullying?

Bullying is anything someone does with the intention of singling out and hurting another person. Bullying is something that is persistent and on-going over a period of time.

From time to time, students fall out with their friends. When some of these falling outs occur it can end up in a fight or an exchange of unpleasant words. This is not bullying.

What can bullying involve?

Physical (this may include punching, striking, spitting, damaging property)

Verbal (this may include name calling, teasing, threats, spreading rumours)

Sexual (this may include inappropriate sexual behaviour or comments)

Social (this may include being left out of groups)

Technological (this may involve social networking sites, messaging services)

Psychological (Leaving students out, gas-lighting)

Advice to students

What do I do if I feel that I am being bullied?

Tell someone – the more people you tell, the more the message will be understood. Do not give up on this.

Tell your tutor, teacher, parent/carer, or other responsible adults that you trust

If the person you want to tell is very busy (this does happen), arrange a time and a place for you to meet with them

Remain calm and avoid retaliating

Minimise opportunities, such as surrounding yourself with friends

Advice to parents / carers

How do I know if my child is being bullied?

You will know your child better than anyone else. Whilst, as parents/carers, you should trust your instincts, the following list may help you identify a problem:

Sudden desire to stay at home (claims of illness, frightened)

Truancy (from school or lessons)

Calls from teachers informing you of a slip in academic achievement

Emotional outbursts that are out of character

Lacking confidence/becoming withdrawn

Sleepless nights connected to tiredness in the morning

Self-harming, or unexplained marks on the body

Ongoing requests to provide more pocket money than normal

Body language becomes defensive

Unexpected personality change

Reports that they are bullying others

Refusal to say what is wrong

Shows a lack of interest in using their mobile phone or the internet

Theft

Weight loss, or weight gain

Hides behind 'stories' instead of the truth

What can I do if my child being bullied?

Contact your child's tutor or Head of Year – please bear in mind that this may be the first time that they have been made aware of the concern-You must:

- Provide any details you can (e.g. names/descriptions, times, locations, frequency).
- Provide any evidence you can (e.g. text messages, reliable witnesses)
- Reassure your child that it is not their fault. It is never the fault of the victim
- A bully easily gets bored, so develop positive strategies that discourages interest
- Encourage your child to extend their friendship group, by attending one of Redbridge's many extra-curricular clubs
- Encourage your child to do something that they feel good at and build up their self-esteem
- Calmly talk to them about their feelings and how they feel
- Encourage your child NOT to retaliate: it will not help the situation and may encourage behaviour different to their nature

What can I do if my child is bullying other students?

Explain to your child that their actions are unacceptable

Remember that bullies need help too, so encourage them to be honest

Talk to them: Why do they do it? How do they feel about themselves? How would they feel if they were treated this way?

Establish when the bullying takes place, who is being targeted, why they are being targeted, what happens

Arrange to meet with your child's tutor or Head of Year to discuss how this can be managed

Remember that children copy behaviour. Treating your child severely, to make them conform, may make the situation worse

Chat to your child when they return home from school each day and praise their positive actions (e.g. where they have been kind to others)

Management

The Redbridge Approach

All staff encourage positive behaviour by modelling it themselves

Everyone in the school views the removal of bullying as a mission to be shared

Anti-bullying and bullying awareness days are woven into the school's curriculum

Surveys are conducted to develop an understanding of bullying and how it affects bullies and victims

'Eyes in the Sky' integrated CCTV system

We encourage students to discuss their problems and report any bullying incidents

immediately to an adult: the more people who are informed, the more the message will be driven home

Incidents are recorded by staff and logged

In most cases we encourage the bully to face his/her victim to discuss a way forward

In more serious cases or if the problem persists parents will be informed

Outcomes

All reported cases of bullying will be treated extremely seriously and may include one or several of the following.

If possible, the students will be reconciled.

The bully/bullies will be asked to genuinely apologise and assure the victim and member of staff that it will not happen again

Placed on report

Detention

Time in isolation

Actions explained to the police

In a more serious or continued case exclusion will be considered

Victims will be given strategies in order to move forward themselves

Restorative Practice:

The school will, in most cases, ask the students to complete a 'restorative pack'. The students involved will be asked to attend a meeting to share how they feel and talk openly to each other.

These sessions will be moderated by a member of staff.

- The environment will be conducive to discussion, openness and transparency.
- Once all parties have had an opportunity to speak, agreed actions will be agreed and recorded as action points.

Repeated bullying may result in additional measures being taken by the school using other sections of the Behaviour Policy.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure the bullying is not repeated

Behaviour addendum (Covid)

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in allocated groups or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- If behaviours continue and the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with exclusion guidance.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

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

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will assess this on an individual basis and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as No Limits, Educational Psychologists or Early Help. We will also utilise our in school support mechanisms including our ELSA and Family Engagement Worker.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, or any other platform will be

taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school.

Behaviour out of school hours

We expect every member of our community to adhere to the recommended Government guidelines on social distancing. Should the school receive information that a student has been taking part in risk taking activity that could jeopardise the health and welfare of themselves or our any of our community, this will be investigated and they may be asked to continue their learning from home.