



# **Behaviour and Anti-Bullying Policy for Laurus Trust Primaries**

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Next review by: June 2021

**The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.**

### **Policy Aims**

- To provide an inclusive framework that is supported and followed by all members of each Laurus Primary School community
- To foster a caring atmosphere in which teaching and learning can take place in a safe and happy environment
- To reinforce good behaviour and respond to negative behaviour consistently
- To resolve behavioural problems as they occur with the expectation of achieving an improvement in behaviour
- To comply with Equality legislation regarding racist incidents and to ensure there is no discrimination against any individual or group as a result of their race, sex, sexual orientation or religion
- To communicate how we promote pro social behaviour and respond to any allegations of bullying in all Laurus Primary Schools

### **Responsibilities**

It is the responsibility of all individual staff members to be proactive in the delivery of this policy. It is the responsibility of the designated member of the Senior Management Team (Behaviour and Safety Leader) or equivalent in each school to review this policy in practice and any other 'behaviour' related documents. The B&S Leader also has a responsibility to share best practice and to provide support for all stakeholders as required. The B&S Leader will ensure that every member of staff is aware of current legislation regarding behaviour management. They will also ensure that every member of staff is aware of the procedures and practice as set out in this policy.

We have a 'Home School Agreement' which sets out, in general terms, how we expect our pupils to behave and the role that parents/carers play in this. All staff and adults working in school are required to adhere to a 'Code of Conduct' which sets out how we expect adults in school to behave. Pupils, parents, staff and governors are all required to adhere to the Acceptable Use Policy for Information Technology and the School Rules that have been agreed for each setting.

## **Procedures**

Our approach to behaviour management is based on the positive reinforcement of desirable behaviours and as such rewards are used to encourage effort both personally and academically.

### **House Points - Academic**

Exceptional effort with the content, process and/or presentation of a piece of learning

1-3 points

### **House Points - Social**

- Gesture of politeness e.g. holding a door open, standing aside, saying 'Good Morning'
- Demonstrating kindness and/or respect
- Good behaviour when others are not making good choices and following the School Rules

All 1-3 points

### **Class Points**

Class Points can be awarded to recognise a team effort from the class or a collective achievement. Usually this will be 1 or 2 Class Points however 3 Class Points can be given for something exceptional. When a class reaches 30 Class Points, a class treat can be awarded (usually no more than one per term). In Early Years Foundation Stage and Key Stage 1 this is extra play time and in Key Stage 2 this might be something different that has been suggested by the children.

### **Other Rewards**

- Stickers may be used to reward children in Reception for their efforts and these are worn so that the children feel proud when others ask what they have been given the sticker for
- Process praise focusing on effort, perseverance, resilience and challenging yourself
- House Points and Diamond stickers are put in books for excellent learning/effort
- Various achievement certificates might be awarded
- End of Year Awards
- Mentions on Twitter and/or in the weekly newsletter
- Contact with parents either in person, by phone or email to highlight excellent work and / or effort.

## Sanctions

1	Verbal warning	Staff member notes name out of sight of child's classmates
2	Further undesirable behaviour in the same session	Miss some or all of play time, stand with one of the teachers on duty and name recorded in CPOMS
3	Subsequent undesirable behaviour on the same day or more than one missed play in the same week	Sent to Behaviour and Safety Leader and/or a member of the Senior Leadership Team and parents may be informed. Recorded in CPOMS.
4	More than one visit to a member of staff	Parents informed. Recorded in CPOMS.

Unless entered into CPOMS, records are deleted at the end of each day to allow for a 'fresh' start the following day.

## Exclusion Process

In some cases of exceptionally poor behaviour, an exclusion process could be put into action. An internal exclusion would result in a pupil being moved to a different year group for a fixed period of time. An exclusion from school would follow the procedure outlined in the school's Exclusion Policy.

## Actions to secure effective behaviour

- The Personal Social Health Education (PSHE) curriculum will be given priority in all Laurus Primaries
- Strong home school links will be promoted
- All staff will be proactive in securing outstanding pupil behaviour and they will be excellent role models of desirable behaviours
- Undesirable behaviour will be addressed privately between staff member and child, out of hearing range of other children and with respect at the centre of all interactions
- Rewards and sanctions will be given consistently and fairly by all staff
- Children's concerns will be listened to and acted upon when needed
- Incidents will be recorded in CPOMS
- Serious concerns must be shared with the B&S Leader who will ensure the Senior Leadership Team are kept fully informed

## Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Midday Assistants (MDAs). The MDAs report any behaviour incidents to their Line Manager who emails relevant staff so that these can be followed up appropriately.

MDAs use an agreed procedure for dealing with incidents which includes:

- Being proactive and positive in behaviour management, listening to the children and using a restorative approach
- Reminding children to do the “right thing”
- Writing down the names of children who deserve special commendation for their behaviour or who persist in not making good choices so the children understand that all actions have consequences
- Giving House Points and using stickers/reward systems agreed by the Head of School to promote desired behaviour when eating e.g. good manners
- Modelling effective behaviour themselves
- Reporting all serious misdemeanours to the B&S Leader and/or a member of the SLT

We expect our children to treat the MDAs with respect. Any serious misbehaviour or repeated disobedience at lunchtime will be brought to the attention of the B&S Leader/SLT and will result in the loss of privileges and playtime. Parents/carers will be informed.

### **Parents/Carers**

Parents can support by recognising that an effective Behaviour and Anti-Bullying Policy requires a strong partnership between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

### **Care of Children**

All staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

### **CPOMS**

The following information is recorded:

- The date time and place of the incident
- The events which led up to the incident
- The incident itself
- Names and statements from witnesses
- The pupils/adults own words
- Action taken as a result of the investigation into the incident

## **Challenging Behaviour**

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding from school. For children who need more individual behaviour management support, the following strategies can be used:

- Chunking down tasks and activities
- Visual timetables and task lists
- Removing any form of distraction or providing a more constructive distraction
- Rewarding/reinforcing good behaviour especially when the child does not expect it
- Teaching emotional literacy so feelings can be communicated more effectively
- Small attainable targets for the child in the form of an Individual Behaviour Plan
- Involving parents at an early stage
- Discussing issues with the Pastoral Manager, a Welfare Assistant, the SENDCo, B&S Leader or a member of the SLT
- Seeking support from external agencies; Education Psychologist, CAMHS, Social Worker

## **Physical Restraint**

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary. Staff must adhere to the guidelines set out in the DfE publication 'Use of Reasonable Force' which was revised in 2013.

Physical Restraint is defined as the use of force by a member of staff with the intention of restricting a child's movement against their will. Physical Intervention and Physical Restraint should only be used as a last resort to support a child in a time of crisis. Methods such as defusing conflict, non-physical calming to manage the situation should always be tried first. Other staff should always be present when dealing with situations that require the use of physical restraint.

Physical restraint must:

- Involve the minimum force necessary
- Only be applied until the child is calm
- Not be used as a punishment or to inflict pain
- Be administered calmly and not in response to anger or frustration
- Be the result of professional judgement
- Take into account the age and abilities of the child
- Be in the best interests of the child

Physical restraint should only be considered as an option if:

- This is the only way to de-escalate a situation when calming and defusing strategies have failed
- The response is in the paramount interests of the child or another child

- Not intervening would lead to more dangerous consequences.

Situations in which physical restraint may be required as a response:

- Where there is risk of injury to young people
- Where there is risk of significant damage to property
- Where a child is behaving in a way that is compromising good order and discipline

However, adults should not intervene when it is not safe to do so, or put themselves at risk of personal injury. Professional judgement, knowledge of the child (e.g. culture, individual sensitivities, previous experience of abuse), and likely consequences of not intervening should all be taken into account. Other staff should be called if necessary where a situation requires the use of physical restraint.

## **Reporting**

In all incidents where physical restraint has been used the following actions must be taken:

- A member of the Senior Leadership Team informed
- SLT member to inform parents/carers.
- Staff involved must complete a written record of incident
- Incident recorded in CPOMS
- Debrief with the child
- Reporting of physical intervention to governors

## **Bullying**

Bullying is 'behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DfE 'Preventing and tackling bullying')

The staff, parents and children of all Laurus Schools work together, to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Under the Children Act of 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'

## **Bullying Directed Towards Race, Gender, Sexual Orientation or Disability**

We will not tolerate bullying against anyone because of their race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are

challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

### **Racial Bullying/Harassment**

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

### **Sexual/ Sexual Orientation Bullying**

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape. Peer on peer abuse of this nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to the exclusion of the perpetrator from their school and referral to the police/appropriate external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with sexual bullying include:

- Recording incidents on CPOMS
- Developing understanding of gender relations
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding – they might not understand the impact
- Exploring sexism and sexual bullying in PSHE lessons
- Using single-sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable
- Implementing appropriate discipline procedures as appropriate
- Relationships curriculum (a wider look at what's appropriate in relationships at an age appropriate level)

### **Special Education Needs or Disabilities**

Pupils with Special Educational Needs and/or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. We will make sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards children with a SEND compared with others, and should not make comments based on pupils' appearance



or perceived character. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. If the bullying is serious, we will undertake a full investigation, including a full discussion with witnesses, recording any incidents in the Class Behaviour Book and contacting parents/carers.

### **Bullying Off School Premises**

Although we are not directly responsible for bullying off the school premises, if either the victim and or the bully are from a Laurus Primary School and the incident is reported to a member of staff, an investigation will be carried out. Where possible, we will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps may be taken:

- Talk to the pupil(s) and parents/carers involved from the other school
- Talk to the Head of another school whose pupils are bullying off the school premises
- Talk to the Police about problems on the local streets
- Talk to pupils about how to avoid or handle bullying situations

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying. Cyber bullying can happen at any time of day and has a potentially bigger audience. In cases of cyber-bullying we would seek advice from external organisations such as Childnet International, Child Exploitation and Online Protection in order to resolve the issue as quickly as possible. In school a preventative approach would be taken through our PSHE curriculum which includes discrete anti-bullying and safety sessions. Regular updates will be shared with parents via Twitter, the school website and weekly newsletter.

### **Strategy for Dealing with Bullying**

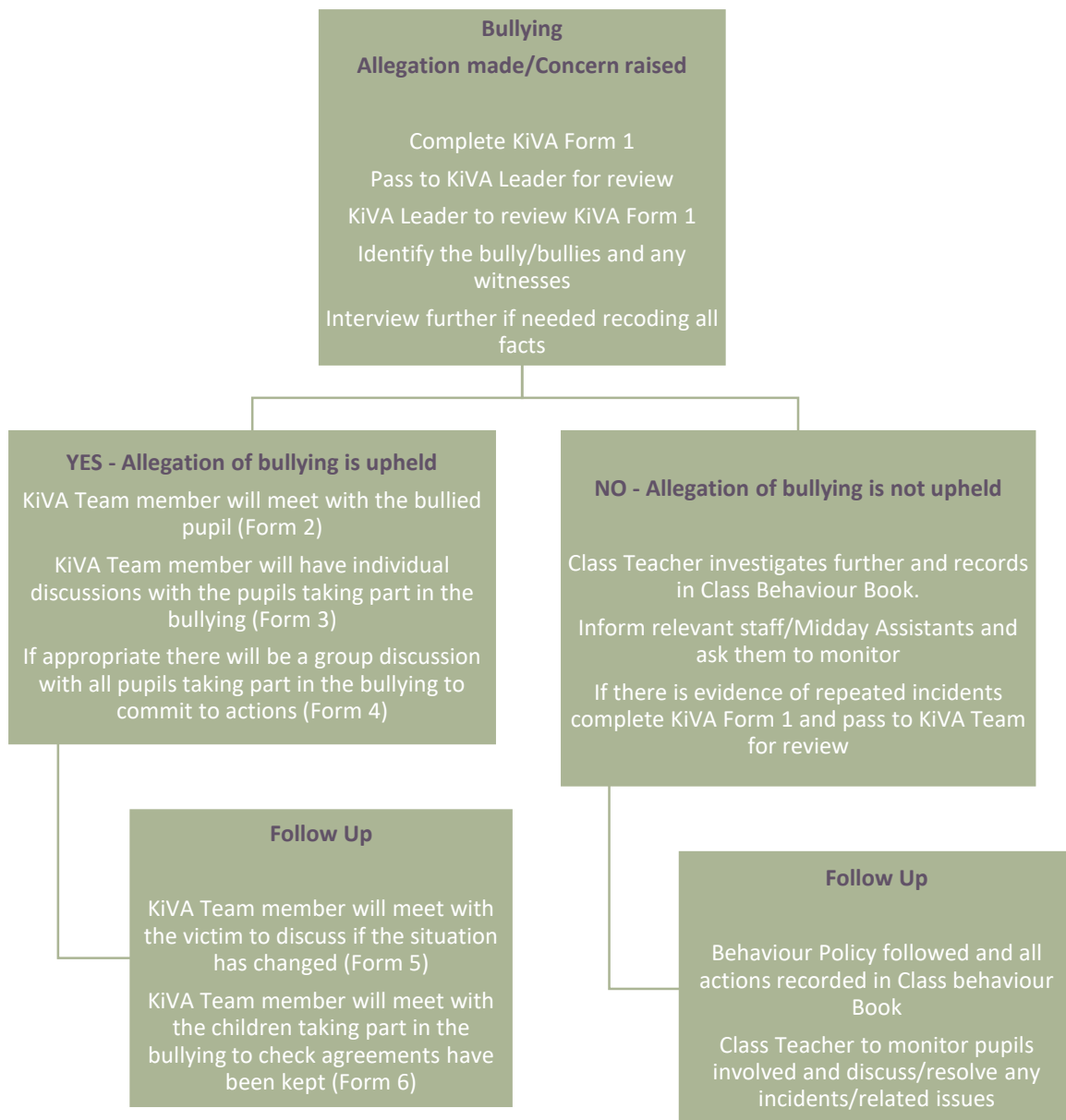
Prevention is the best strategy for dealing with bullying. In Laurus Primary Schools we follow the KiVA programme which teaches pro social behaviour and aims to:

- To reduce bullying
- To prevent new bullying cases from emerging
- To minimise negative effects caused by bullying

In all year groups we talk to the children about differences in lessons and through dedicated events, projects and assemblies. Emphasis is placed on the 'right way to behave' from the moment children start in Reception. Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of

how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to younger pupils.

In response to an allegation of bullying, the KiVA procedure set out below will be followed, with staff making a full investigation, keeping detailed records and applying sanctions/consequences as needed. Governors would be informed at termly Local Governing Body Academy Committee meetings.



## Addendum to the Laurus Primary Behaviour Policy

### Introduction

1. The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care plans (EHCPs) and children of key workers critical to the COVID-19 response.
2. During their prolonged absence from school, pupils have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. Pupils have potentially forgotten the habits and expectations which are intrinsic to the culture of the school. Leaders, trustees and governors are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.
3. Culture is created in our school by establishing behavioural norms and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm and orderly environment where rules are followed to enable excellent teaching and learning to take place. We are resetting the culture in response to the enforced COVID-19 disruption by introducing new behavioural norms and routines around [protective measures](#) and personal hygiene clearly and accessibly.
4. This addendum supplements the current Behaviour and Anti-Bullying Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

### Guiding Principles

5. ***Behaviour will be taught.*** Routines and expectations will be taught explicitly by school staff. The teaching of behaviour will be clearly planned. The Head of School is responsible for ensuring that this teaching is effective. All staff are responsible for ensuring that the training they receive culminates in the consistent application of the new procedures across the school.
6. ***Proactive risk management will reduce potential for poor behaviour.*** We will use our knowledge about pupil behaviour to predict behavioural habits and anticipate risks, rather than simply reacting to situations. Separate risk assessments will be produced for pupils who exhibit challenging behaviours.
7. ***Communication with pupils will build their confidence.*** Leaders will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. These will include recorded assemblies, an updated Home School Agreement and this addendum to the Behaviour and Anti-Bullying Policy. The communication will be tailored so that it is age-appropriate and takes account of pupils with special educational needs and/or disabilities.
8. ***Parents will be fully informed.*** Leaders, trustees and governors will ensure that appropriate and effective measures are in place for communicating with parents

about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions.

9. **Boundaries will be clear.** We will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that pupils understand the consequences of their behaviours, both positive and negative.

### **Key Priorities**

10. Vulnerable pupils include children who are disabled and those with Education, Health and Care plans (EHCPs) or those who require additional support: for example, pupils with mental health needs or attendance issues. These pupils remain a key focus group and will receive a risk assessment as needed.
11. Leaders, trustees and governors will build confidence among parents, pupils and staff around the safe reopening of school to pupils.
12. Leaders, trustees and governors will ensure that the guidance from Public Health England is followed meticulously.

### **Behavioural Norms**

13. Behavioural expectations will be taught. The effective teaching of behavioural norms will build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.
14. Leaders and staff will be proactive in preventing poor behaviour and dealing with it in a consistent and fair manner if it occurs. Leaders will identify potential acts of poor behaviour and areas of school where these are likely to occur. They will plan mitigations of these risks.
15. During the full reopening of the school, pupils will be taught in consistent class groups. These groups will remain together for their time on the school site, in lessons and during social times. Leaders will give careful consideration to the configuration of groups e.g. year groups/phases may be outside at the same time but keep apart in separate zones.
16. Pupils will intuitively look for cues for behavioural norms. Leaders will respond in consistent ways to reinforce expectations, using the principle that *'what we permit, we promote.'*
17. Behavioural norms will be taught explicitly and effectively and shared with parents/carers. They include:

### **Arrival at school**

Arrival is managed by staff year group/phase teams at each planned entry point. Pupils will arrive at staggered times. Leaders will split pupils so that groups use specified entrance points. Protocols for arrival will be consistently applied: entry to the school premises will be a positive and welcoming start to the day. The role of school staff is to ease tensions and anxiety, whilst ensuring that pupils are social distancing and that they wash/sanitise their hands upon entry. A plan will be in place for any pupils who arrive late to school.

### ***Line up***

Pupils will socially distance when lining up. This will be achieved through well-planned locations, staffing and markings. Line-up will create a calm and controlled start to the school day and an opportunity to remind pupils about new routines and expectations. A *signal for silence* will be indicated by the raised hand of a member of staff. This will be the norm to support the management of a group. Designated staff will control the staggered entry into the building.

### ***Movement around school***

Non-essential movement around school will be avoided. Leaders will allocate toilets to year/phase groups to prevent queuing at break or lunch time. Leaders will implement a one-way system for occasions when restriction of movement around school cannot be avoided. Movement will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of pupils.

### ***Classroom expectations***

Staff will welcome pupils into their classroom from a socially distanced position. Pupils will be made aware of their seating positions in advance of arriving at their room; this will prevent confusion and unnecessary wandering within the classroom. The seating plan is non-negotiable. Pupils will be provided with their own equipment as resources cannot be shared.

### ***Exiting a classroom***

Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear. Pupils will be asked to stand behind their tables and will be dismissed from front to back with clear spacing in-between to maintain social distancing. Pupils will be instructed that they must not wait for their friends.

### ***Break time and lunch times***

Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will be encouraged to spend their break and lunch time outside, weather permitting, in zones and with the same group with which they spend their lessons. Pupils who are eating in dining rooms or halls will be allocated seats in the same way as in classrooms with their food delivered to them. This will avoid the need for queuing. Arrangements will be made for pupils to eat in classrooms or outside, depending on the weather. A staffing rota will be in place to ensure supervision. Staff will supervise pupils and ensure that social distancing guidance is observed.

### ***End of school***

Pupils will leave the classroom in the rehearsed manner. They will wash their hands, or if this is not possible, use hand sanitiser. Planned exit routes will be taught and rehearsed before implementation. Multiple exit points will be used to stagger the flow of movement. Pupils will be dismissed from school in their classes. Staff will supervise the exit routes. Staff will provide a positive end to the day for pupils and remind them not to wait for their friends. The collection of children by their parents is carefully planned. Parents will collect their children from designated areas and they will be advised to maintain the social distancing rules.

## School Rules

18. Our School Rules (We make good choices; We respect others; We try our best) remain in place and serve as the foundation for pupils to take responsibility for their own behaviour in line with the school's values. The following expectations supplement the School Rules:

- Arrive to school and leave to go home at the designated time using the designated entrance/exit route. Do not wait around for friends and do not congregate. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- Wash hands (or use sanitiser) upon entering and leaving school and at each transition within the day. Wash hands regularly with soap and water and dry thoroughly during the day.
- There must be no physical contact of any type at any time. This includes play, hugging, handshakes etc.
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person.
- The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to a member of staff.
- Maintain a safe distance from others between and during lessons.
- At break and lunch times, stay outside (weather permitting) or remain in a designated venue (if the weather is poor). Stick to zoned areas and maintain a safe distance from others.
- Do not share belongings (food, stationery, books etc.) with others and do not handle other people's belongings.
- Use designated toilets. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
- If using an iPad, laptop or other device, computer rooms, check it has been wiped before and after use as instructed by a member of staff.
- Pupils should be reminded to tell an adult if they are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.

## Behaviour Management

Our approach to behaviour management is based on the positive reinforcement of desirable behaviours and as such rewards are used to encourage effort both personally and academically.

### 20. Rewards and Sanctions

#### House Points - Academic

Exceptional effort with the content, process and/or presentation of a piece of learning

1-3 points

#### House Points - Social

A socially distant gesture of politeness e.g. thumbs up or saying 'Good Morning'

Demonstrating kindness and/or respect e.g. asking how others are, smiling or coughing or sneezing into a tissue

Good behaviour when others are not making good choices e.g. following the School Rules and new routines to stay safe and well

All 1-3 points

### Class Points

Class Points can be awarded to recognise a team effort or a collective achievement. Usually this will be 1 or 2 points however 3 points can be given for something exceptional. When a class reaches 30 points, a treat can be awarded (usually no more than one per term). In Early Years Foundation Stage and Key Stage 1 this is extra play time and in Key Stage 2 this might be something different that has been suggested by the children.

### Other Rewards

- Stickers may be used to reward Reception children for their efforts and these are worn so that the children feel proud when others ask what they have been given the sticker for
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### Sanctions

1	Verbal warning	Staff member notes name out of sight of child's class group.
2	Further undesirable behaviour in the same session	Miss some or all of play time, stand 2m away from one of the staff members on duty and name recorded in CPOMS.
3	Subsequent undesirable behaviour on the same day or more than one missed play in the same week	Sent to another member of staff within the class or year group and parents may be informed. Recorded in CPOMS.
4	More than one visit to a member of staff	Parents informed. Recorded in CPOMS.

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21. There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. Staff will use rewards and sanctions accordingly.
22. In addition to the Rewards and Sanctions outlined in the school's Behaviour and Anti Bullying Policy, the following actions may be taken for more serious misbehaviour:

- instigating a Pupil Behaviour Support Plan
  - isolation to reduce the impact of behaviours upon other pupils and staff
  - exclusion
23. Deliberate failure to adhere to the [protective measures](#) will be deemed as a serious breach of the school's Behaviour Policy.
24. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's Behaviour Policy. Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school.'
25. Heads will exercise the right not to permit anyone jeopardising the safety of pupils or staff on site. Staff to participate in orientation sessions before more pupils return to school. Pupils to be taught new routines after they are registered and regularly reminded.

### **Reasonable Adjustments**

26. At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
- Social, Emotional and Mental Health Needs (SEMH)
  - Adverse Childhood Experiences (ACE)
  - Special Educational Needs and Disabilities (SEND)
27. Leaders and teaching staff within the school, with the support of the Special Educational Needs Coordinator (SENCO), will be mindful of pupils' individual needs when issuing rewards or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or individual education plans / pupil support plans for those with additional needs but without an EHCP.
28. Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but not limited to:
- preview of new behavioural norms and perhaps a phased return to school
  - additional support for the arrival and exit to school
  - additional support to adhere to break and lunch time norms
  - re-teaching behavioural norms
  - adapted resources to teach behavioural norms
  - adapted rewards and sanctions
29. For pupils with Special Educational Needs and/or Disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

### **Exclusion**

30. The Head of School retains the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:
- lawful
  - rational
  - reasonable and fair



- proportionate
31. All exclusions will be made in line with the government guidance and by following the school's exclusions procedures. The school will have due regard for the following when making these decisions:
- DfE – Exclusion from maintained schools, academies and pupil referral units;
  - DfE – Behaviour and Discipline in Schools;
  - The Disability and Discrimination Act;
  - The Equality Act 2010;
  - Keeping Children Safe in Education.
  - The Children's Act (with particular reference to Children in the Care of the Local Authority)
32. A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a pupil, it will work with the parents or carers and the Local Authority to arrange a place at an alternative setting *as soon as possible* so as to minimise breaks in education.

### **Review and adaptation**

33. Leaders will keep the arrangements detailed in this addendum under review. Risk Assessments for individual pupils will be monitored by relevant staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.