



Greenfields

Community Primary School,
Nursery & Pre-School



Behaviour Policy

September 2020



INTRODUCTION

This policy is fully compliant with the following legislation:

- Education and Inspection Act 2006, sections 88 & 89.

It has links with the school's Child Protection & Safeguarding policy, Equalities policy, and the Health & Safety policy.

PRINCIPLES & VALUES

At the heart of our behaviour policy is the belief that all children at Greenfields are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Our school values statement confirms our commitment:

- ~ AMAZED - stay curious and follow your dreams... never lose your sense of wonder
- ~ BRAVE - confront your fears and take a chance... mistakes are the best lessons
- ~ ORIGINAL - never stop asking questions... seek out the answers
- ~ BOLD - you are capable of changing a situation... become the explorer of tomorrow

This Behaviour policy is based upon the following principles:

That everybody has rights; a choice to form their own opinion and an entitlement to certain things.

That everybody must be aware of their responsibilities that allow us all to enjoy our rights equally; with rights comes responsibility.

- Adults should demonstrate mutual respect as an example to the children.
- All pupils should have the opportunity to make positive choices about their behaviour and be encouraged to reflect upon their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.
- Positive behaviour and good manners should be praised and held in high esteem - Pupils who follow the school rules will be noticed and rewarded.
- There needs to be good communication between staff and between home and school. Children, staff and parents/carers need to see that there is a fair and consistent approach to unacceptable behaviour.
- Some children may need more specialised behavioural support, according to their particular needs. Sometimes behavioural difficulties can be an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to make an assessment and seek additional support if appropriate.



AIMS

At our school, there is an expectation of good behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.

- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self awareness of how actions and words are perceived by others
- To build in children an ability to manage their feelings and to take action to avoid conflict
- To keep all children motivated through systems that reward positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations
- To develop social skills which enable children to discuss with their peers difficult and challenging issues
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all equality groups feel equally valued.

SCHOOL RULES

There are two school rules which provide a clear framework for the expected conduct around school. They are based upon the understanding that all members of our school community have rights which entitle them to learn in a safe environment, but with those rights come responsibilities.

The Rights and Responsibilities Statement is displayed in all classrooms and shared spaces and is the focus of assemblies and PSHE education sessions during the year.

We expect children to follow these two simple rules in the classroom and around the school. When children follow these rules, they will be rewarded for doing so. If children choose not to follow the rules, their actions will result in a negative consequence.

- ~ Listen carefully and do as you have been asked.
- ~ Make good choices.

The school rules apply at all times in all places at school:

- ~ in lessons, at playtimes, on the way into school and when leaving at the end of the day
- ~ with teachers, children, support staff and midday staff

At Greenfields, we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Discrimination, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Disobedience or refusal to co-operate



PREVENTING INAPPROPRIATE BEHAVIOUR

The prevention of behavioural problems arising is of paramount importance; therefore, attention must be given to:

- Effective classroom organisation and management
- Appropriate curriculum match.
- Establishment of effective relationships.
- Teaching of co-operative strategies
- Children taking ownership of routines
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings language

More specifically children will be taught:

- To move appropriately in and out of school building
- To be polite to adults and other children
- To support other children
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour
- To realise that they always have a choice about how they behave
- To report incidents of bullying behaviour involving themselves or others.

Rewarding good behaviour must be the norm - children who use appropriate behaviours will be encouraged and rewarded.

REWARDS

GREENFIELDS STARS – to recognise children maintaining the expected standard of conduct behaviour by following the school rules.

Every day, children can collect 16** stars; 2 stars for each session taught in the day plus 2 stars at break time and 2 stars at lunch time. Each star corresponds to one of the school rules. Each child has a visual timeline of their Greenfields Star tally on their desks. At the end of each day the teacher records who has kept their stars via a live document which is reviewed by the pastoral staff. At the end of each day, the children wipe their tally chart clean, indicating their right to learn from a mistake.

| Morning session 1 | Morning session 2 | Morning session 3 | BREAK TIME | Middle lesson | LUNCH TIME | Afternoon session 1 | Afternoon session 2 |
|-------------------|-------------------|-------------------|------------|---------------|------------|---------------------|---------------------|
| * * | * * | * * | * * | * * | * * | * * | * * |

Children in the Early Years use the same school rules and responsibility guidance. Teachers use the language outlined in that document when talking to children about their behaviour choices.

There are 80 stars to collect each week. Children who have collected all their stars in the week receive a certificate home to congratulate them.

We appreciate that we are asking some families to isolate, so for children who are off following our Covid procedure, the children will still receive their certificate, if they collected all their stars on the days that they were in school during that week.

Every time a child has collected 400 stars (5 weeks/ half a term); a voucher to 'spend or save' will be sent home with a congratulations letter.

Children who have kept all their stars for half a term are entered into the 'All Stars...' half termly raffle draw. The All Stars prize is a family treat linked to one of the school value statements- amazed, original, brave, and bold.

Children in Nursery and Pre-school do not collect stars but instead are given a sticker reward when they are demonstrating the school rules. This is in consideration of their developmental ages and stages and reflective of the needs of children in our Early Years setting.

READY FOR THE WORLD AWARDS – Children at Greenfields understand that learning is not defined by the content of their knowledge but combining how they learn with the skill of being able to use what they know; a sense of responsibility and a confidence in their own ability to succeed; essential qualities that will equip them for lifelong learning.

Our Ready for the World Awards are to recognise children who are showing that they are developing positive learning behaviours. Our Ready for the World Awards are progressive statements across the school that focus on four key learning behaviours linked to our school values; amazed, original, brave and bold.

Children can achieve a 'Ready for the World Award' in any area of school life. They receive a special sticker from the Headteacher on that day and a certificate explaining which of learning behaviours they have demonstrated along with a special mention in the school newsletter. A letter is sent home, so that parents and carers can also congratulate their child.

Greenfields 'Ready for the World' awards.

| ...be amazed | ...be brave | ...be original | ...be bold |
|--------------|-------------|----------------|------------|
| | | | |

| Ready for the world in EYFS | | | |
|---|---|--|---|
| ...be amazed | ...be brave | ...be original | ...be bold |
|  |  |  |  |
| Responds to significant experiences, showing a range of suitable feelings. | Willing to have a go at new experiences. | Explains own knowledge and understanding and asks appropriate questions of others. | Shows confidence to initiate ideas or try new activities. |

| Ready for the world in Year 1 | | | |
|--|--|---|---|
| ...be amazed | ...be brave | ...be original | ...be bold |
|  |  |  |  |
| Recounts experiences and imagines possibilities. | Willing to have a go at even if something is hard. | Uses 'how' and 'why' when trying to find things out. | Listens to each other's suggestions and plans how to achieve an outcome without adult help. |

| Ready for the world in Year 2 | | | |
|---|---|--|---|
| ...be amazed | ...be brave | ...be original | ...be bold |
|  |  |  |  |
| Curious about new things and will ask questions to find out more. | Leaves an activity and goes back to it later if it has not been completed. | Thinks of different ideas and possibilities when solving a problem. | Explains why they prefer one of two ideas that are proposed. |

| Ready for the world in Year 3 | | | |
|-------------------------------|-------------|----------------|------------|
| ...be amazed | ...be brave | ...be original | ...be bold |
| | | | |

| | | | |
|---|---|--|---|
|  |  |  |  |
| Carries on and is not put off by change. | Uses a range of strategies to control feelings. | Sees relationships between things and explains ideas to others. | Takes time to consider experiences and what needs to be done next. |

| Ready for the world in Year 4 | | | |
|---|---|--|--|
| ...be amazed | ...be brave | ...be original | ...be bold |
|  |  |  |  |
| Uses more than one piece of evidence to support their findings. | Manages disappointments and keeps emotions in check. | Sorts information and chooses what is relevant. | Persuades others to accept a proposal even though others may not at first agree with the suggestion. |

| Ready for the world in Year 5 | | | |
|---|---|--|---|
| ...be amazed | ...be brave | ...be original | ...be bold |
|  |  |  |  |
| Discusses and debates issues until a sensible compromise is reached. | Accepts constructive criticism from others in a group to enable improvement in performance. | Motivates others to contribute more effectively. | Knows the difference between sensible and fool-hardy risks. |

| Ready for the world in Year 6 | | | |
|---|---|--|---|
| ...be amazed | ...be brave | ...be original | ...be bold |
|  |  |  |  |
| Always prepared to explore more than the first | Uses a range of strategies to cope well with additional | Aware that solutions can depend on an | Is able to plan a way through a complex task, |



| | | | |
|---------------------------------|-----------|--------------------------------|--|
| possible solution to a problem. | pressure. | understanding of other issues. | anticipating blocks an applying skills to overcome them. |
|---------------------------------|-----------|--------------------------------|--|

STAR ACHIEVERS' ASSEMBLY

During the last week of each half-term, one child from each class receives an Achievement certificate and Greenfields Star badge in front of parents/carers at a special Achievers' Assembly* (in front of the class). The child who is chosen has to fulfil the following criteria:

- ~ Kept all their Greenfield's stars.
- ~ Good or improved attendance and punctuality.
- ~ Evidence of fulfilling the school values statements.

Teachers must provide names to the school office 2 weeks prior to the assembly, in order to give parents/carers sufficient notice to be able to attend the assembly*/ class.

READY FOR THE WORLD...

The Greenfields Ready for the World sessions support the children's understanding of the learning behaviours in the real world. They take place in the last 30 minutes of each week on a Friday. Linked to the whole school values:

- Amazed – Autumn 1
- Original - Autumn 2
- Brave – Spring
- Bold - Summer

Each year group uses this time to explore in depth a person who embodies our school values. The person studied could be from the past or the present, local or international, young or old, but someone that is perhaps less well-known for their contribution to society; someone who the children may not have usually found out about. The learning over the course of the half term will culminate in a floor-book produced by each class.

VALUES AMBASSADORS – At Greenfields our school values are intrinsically woven through our behaviour policy. Children in Year 6 are made Value Ambassadors to further their responsibility in acting as role models for younger children. From the Value Ambassadors, children will have the opportunity to put themselves forwards as Lead Value Ambassadors. The children will apply and present reasons as to why they demonstrate the value they are looking to represent.

DEALING WITH UNACCEPTABLE BEHAVIOUR

It is essential that there is fairness and consistency when both praising/ rewarding good behaviours and punishing unacceptable behaviours. The following guidelines are designed to ensure that staff have the same understanding of the requirements of this policy.

When managing pupil behaviour, all staff are expected to:

- Maintain an ethos of positive encouragement and support



- Ensure fairness and consistency in the way children are dealt with
- Provide for the individual differences of children and be inclusive of all children
- Avoid labelling of children
- Promote good home-school links, informing parents/carers at an early stage of problems at school, not just for extreme incidents.
- Support parents/carers in coping with behaviour difficulties in school
- Be able to tackle any issues relating to bullying promptly and be supportive of victims in accordance with the school's Anti-Bullying Policy (Appendix A).
- Respond to inappropriate behaviour – it is everyone's responsibility to follow the Behaviour policy and to deal appropriately and consistently with unacceptable behaviour.
- Refer repeated misbehaviour to the Senior Leadership Team.



CONSEQUENCES

If a child chooses not to follow the school rules, consequences follow and those consequences become progressively more serious. It is essential that all staff follow the agreed steps within the policy consistently; however, it is recognised that serious incidents will go straight to Step 4 or 5 or beyond.

- Step 1: **Verbal warning** that the behaviour is not acceptable, clarification about which rule has been broken and reminder about what behaviour is expected.
- Step 2: **Visual warning** - Each child has their name (picture in KS1 and EYFS) on the school logo displayed in classrooms. Children who have chosen to continue to break the school rules have their name moved off the school logo and onto the blue section.
- Step 3: **Loss of Greenfields Star** – children cross off the respective star from their individual star tally for that teaching session.
- Step 4: **Grey Card** - a grey logo card is taken to the available SMT member to indicate that there is persistent disruption and the member of SMT goes to the class to support the class teacher. The child loses their right to outside playtime/outside lunchtime that day, or the next available day if the disruption occurs in the afternoon and must stand with their teacher on their respective yard. When a grey card is used parents are informed by the class teacher.
- Step 5: **Taken to the Deputy Headteacher** and Serious Incident Form completed by the adult witnessing the incident.
- this will result in:
 - a **behaviour contract** being established with school, child and parents to ensure that children understand their responsibilities.
- If a behaviour contract is issued, a copy of the Serious Incident Form will go on the child's school record and parents/carers will be contacted. Examples of Step 5 behaviours: violence, proven incidents of bullying, racist incidents, defiance or refusal to co-operate, swearing at an adult, leaving school without permission, stealing. In the first instance the behaviour contract will last for the duration of 5 school days before it is reviewed. Parents will be contacted to discuss both the establishment of the contract and also the review. The contract is established with a member of the SLT and the pastoral support team.
- Step 6: **Taken to the Headteacher**
- this could result in an **after-school detention** or for severe misbehaviour, an **internal exclusion**, a **fixed term exclusion** or the only option for the most extreme behaviour incidents may be **permanent exclusion**. Any exclusions would always be in line with statutory guidance.
- Parents/carers will be contacted and may be asked to attend a meeting at the school. Full details of the incident will go on the child's school record.

** For children with individual behaviour plans, staff will have recorded and shared with parents the document to ensure that children are clear exactly what they must do to earn their Greenfields Stars in each session.



USE OF BEHAVIOUR MODIFICATION PROGRAMMES

Where a child is clearly not responding to the sanctions then the parent/carer will be contacted and an individual behaviour plan will be agreed.

A variety of strategies are used to support children in modifying their behaviour, with an emphasis on ensuring that there are manageable steps which enable them with support from adults in school to earn their Greenfields Stars. All appropriate behaviour is rewarded and regular contact is made with home. At the simplest level, this may be a tick/sticker chart, which focuses on modifying one aspect of behaviour in line with the school Rights and Responsibilities principles and rewards the child for success.

Following discussion with parents/carers, the SENCo will seek advice and support from outside agencies if it is thought that challenging behaviour may be as a result of a Special Educational Need. The outcome of such a referral would be incorporated into an individual behaviour plan, which would be reviewed termly.

EMOTIONAL SUPPORT FOR PUPILS

We promote emotional health and well-being in many different ways at Greenfields, including a strong link throughout the curriculum to the outdoors. Teaching Assistants trained as 'THRIVE' lead practitioners are available to work with individuals and groups of children who need specific support to improve their behaviour or attendance and solution focussed anti-bullying work. They also support children through providing a safe, quiet place for them to talk about any issues that they may be worried about. We also organise peer support through the Value Ambassadors and Lead and Deputy Lead Value Ambassadors. We have stringent anti-bullying and anti-discrimination procedures (see Appendix A) so that all pupils can feel safe from all types of harassment.

RACIAL OR HOMOPHOBIC INCIDENTS

Racial or Homophobic incidents, including name calling, must be reported to the Assistant Headteacher, who will log the incident and report it following Local Authority recommended procedures.

All staff have received anti-discrimination training to develop vigilance, confidence and competency to challenge views and encourage debate.

USE OF REASONABLE FORCE

In very extreme circumstances school staff have the legal power to use 'reasonable force' (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:

- committing any offence
- causing personal injury to themselves or others, or damaging the property of themselves or others
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In line with government guidance, the use of reasonable force would only be used as a final strategy if other de-escalation techniques were failing to contain an incident and a situation posed an unacceptable risk to anyone involved. Parents/carers will be notified if a serious incident has resulted in the use of reasonable force. This would be recorded in the 'Serious Incident File' held by SLT.



THE POWER TO SEARCH AND CONFISCATE

In line with government guidance, staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches. Prohibited items can be defined as ‘any article that has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).’

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

THE USE OF EXCLUSION

Whilst all possible measures will be explored prior to the use of exclusion, the school reserves the right to exclude pupils in accordance with statutory guidance.

If an internal exclusion is given, the child will be given work by their teacher and will work away from the other children supervised by another member of staff.

Exclusion from the school will only be used in circumstances where a serious incident has occurred, usually where the safety of one or more pupils, or staff is compromised. All exclusions from the school are reported to the Local Authority in line with their guidance and Department of Education guidance is followed and consulted for advice. Governors are informed of exclusions and will become involved in appeals made by parents against decisions to exclude. In the event of a permanent exclusion, advice would be sought from the school governors and the Local Authority before proceeding and Department of Education and Local Authority guidance will be followed.

POLICY MONITORING & REVIEW:

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and Governing Body throughout the school year; it will be reviewed annually.

The next scheduled review is **September 2021**.



APPENDIX A: ANTI -BULLYING POLICY

Statement of Intent:

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is deliberate, offensive, intimidating, malicious, abusive or insulting behaviour which makes the individual feel upset, threatened, humiliated or vulnerable. Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a continued pattern of behaviour.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g., taking another's belongings, threatening gestures, abusive notes or graffiti)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Discriminatory – about disability, gender, age or other differences
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – to do with all areas of internet, such as email and internet chat room misuse. threats by text messaging and calls, misuse of camera and video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. It is different from random acts of aggression and the harmed person can suffer over a period of time. Everybody has the right to be safe and treated with respect. Pupils who are bullying need to learn different ways of behaving.

Prevention

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well, where pupils take responsibility for each other's emotional and social well-being and include and support each other. Our aim is to create a climate where bullying is not accepted by anyone within the school community. Bullying will not be tolerated and we make this clear in the information we give to pupils and parents/carers when they join our school.

We use recognised anti-bullying methods for helping to prevent bullying; these include:

- Having a clear set of school rules and behaviour policy
- Assemblies, collective worship and PSHE lessons to provide ways of making children aware of what bullying is. Themes such as Friendship, Conflict, Power and Trust can be used to deal with the issue.
- Raising awareness through whole school Anti-Bullying Week activities
- Using stories, poems, pictures and role play to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- Having discussions about bullying and why its consequences



- Training Values Ambassadors (VA) to play an active role in preventing and stopping bullying in school. VAs can work alongside staff, passing on any relevant information.
- School Council discussions about bullying, e.g. where and when bullying could occur in school so that we can try to eliminate any potentially 'unsafe' areas.
- Information on noticeboards to remind pupils what to do if they have any concerns.

Strategies for dealing with bullying

Pupils who have been bullied or have seen others being bullied, should report this to a member of staff. The concern should be logged in the behaviour file. If bullying is of a racist nature, we will also record this using a LA Racial Incident Report Form. All reports of bullying will be taken seriously, investigated thoroughly and followed up by one of our Pupil Support HLTAs, who will regularly check in with the victim to measure whether further support may be needed. Staff are also available at lunchtimes to support the victim and or perpetrator in supervised activities to minimise opportunities for further incidents to occur.

Once the incident has been investigated, we will apply sanctions and inform parents/carers in line with the school's Behaviour Policy. As detailed in the Behaviour Policy, consequences become progressively more serious, depending upon the individual circumstances. In the most serious cases, the school reserves the right to exclude pupils in accordance with statutory guidance.

Bullying outside the school premises

Our school is not responsible for bullying that occurs off the premises, however we know that bullying can occur outside the school gates and on journeys to and from school. Cyber bullying can also have a huge impact on the welfare of a child. If a pupil or parent/carer reports bullying off the school premises, we can report this to our local Beat Police Officer who can investigate the issues and take the appropriate action.

Evaluating our policy

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and Governing Body, using the following measures:

- The number of incidents that are reported to staff.
- Pupils' perceptions of bullying in school through structured discussions in class.
- Outcomes from pupils' PSHE activities.
- Feedback from parent/carer questionnaires.
- Comments made by visitors and other people connected to the school.

All staff, pupils and their parents/carers have an active part to play in the development, maintenance and success of our Anti-Bullying policy.

This policy will be reviewed annually. The next scheduled review is **September 2021**.

**Greenfields Community Primary School:
Behaviour Learning for Learning Policy Addendum**



When children return to school in September 2020, teachers will share a welcome presentation to ease any anxiety, set clear achievable expectations and to ensure that children understand how to keep themselves and each other safe. As this will be new to a lot of the children, they will need numerous positive, consistent and gentle reminders about these expectations from staff they encounter throughout the day. Reminders will be given verbally and by referring to posters throughout the school day, especially at key points, such as, when the children arrive at the bubble, before moving to a different area in school, before they eat, during break and lunchtime and at the end of the school day.

Children should be reminded to:

- Where developmentally appropriate keep **a social distance of up to 2 metres** from other children and staff in the bubble.
- Only touch and use their own things and keep them inside their tray when they are not being used.
- Avoid touching others; instead give friendly smiles and waves.
- Whenever possible use a tissue to sneeze and dispose of it in the red lidded bins.
- Cough into their elbow.
- If possible, try not to touch their eyes, nose and mouth throughout the day.
- Only eat their own food and drink from their own disposable water bottle or cup that has been provided.
- Only use extra equipment, for example, equipment used outside, when the staff ensures it has been cleaned and is safe to touch.
- Only go to the toilet at designated times. If a child needs the toilet in between these times, a member of staff needs to accompany them.
- Children will continue to be encouraged to maintain social distancing when playing outside with the children in their bubble (where possible), by inventing new games and adapting favourites.

We acknowledge that children will have had different experiences during lockdown which may have an impact on their behavioural presentation when they return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience, for example, a school trip, birthday party. Others may have experienced loss or bereavement 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
- Fight or flight response
- Shouting, crying, general outbursts
- Hyperactivity and difficulties maintaining attention

Pupils with Special Educational Needs

For some children, including those with attachment concerns or SEND, and especially those with ASD, the changes 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 the behaviour is communicating that there is a problem. Comprehensive individual risk assessments will be carried out for these children by the SENDCo. This will be in consultation with their families and the local authority and will enable staff to make reasonable adjustments if and when necessary.

Children with SEND are identified as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school life as soon as is reasonably possible. School will work closely with families to implement supportive strategies that will inform an appropriate response. Where necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help etc.

Rewards

Staff will continue to welcome opportunities to praise individuals in line with the school Behaviour Policy.

Praise and encouragement should be used as much as possible.

Sanctions

Breaches of the new routines and expectations will be dealt with via the normal school disciplinary procedures and the established sanctions system.

- The usual classroom sanctions will remain.

The following incidents will be treated particularly seriously and advice will be sought from the Local Authority to decide next steps for any child involved:

- Persistent and deliberate breaches of expectations despite appropriate support being offered previously.
- Deliberately spitting at any member of the school community.
- Deliberately coughing at any member of the school community.
- Behaviour or language that is intended to cause alarm or distress to any member of the school community that is Covid 19 related.

Working together we can create a positive learning environment where everyone is able to work productively and safely alongside their friends and peers.