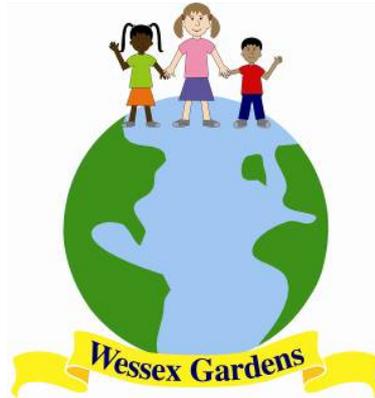


# Wessex Gardens

## Primary and Nursery School



## Behaviour Policy

November 2020

**(Includes COVID 19 update, September 2020)**

At Wessex Gardens we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care, and we expect all staff, governors, placements and volunteers to share this firm commitment.

### Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

This policy was ratified by the governing body on 24<sup>th</sup> November 2020

Approved by:	Alexander Banks	Jill Summers
Designation:	Headteacher	Chairman of the Governing Body
Signed:		
Date:	24 <sup>th</sup> November 2020	24 <sup>th</sup> November 2020

## **AIMS**

- To provide a safe, caring, stimulating and happy environment where children can develop morally, emotionally, intellectually and physically and therefore fulfil their full potential
- To help children develop the skills necessary for positive interaction with others, enabling them to consider the rights of individuals to space, understanding, freedom of religious and cultural beliefs and respect for their person and possessions
- To help children to understand the distinction between appropriate and inappropriate behaviour and to develop the self-discipline to apply this knowledge, in a variety of situations, including outside the school environment
- To help children to develop the skills they need, in order to be able to assert themselves in appropriate ways, which take account of the above
- To create a positive, affirmative school culture that fosters co-operation, collaboration and raises children's self-esteem.

## **OBJECTIVES**

- To consult and involve children, parents, teaching and support staff and work to develop effective strategies to improve children's behaviour
- To establish and maintain a code of behaviour
- To reinforce good behaviour by recognising and rewarding positive achievements
- To encourage consistency, in response to negative behaviours, by maintaining the consistent use of appropriate sanctions
- To support children with strategies for dealing with their own inappropriate behaviour and that of other children
- To encourage both home and school involvement in the implementation of this policy
- To ensure that all staff model considerate and appropriate behaviour
- To display rules, around the school, so children are reminded of expected behaviour
- To find ways of using the curriculum as a means of reinforcing behavioural aims
- To always consider Equal Opportunities issues when dealing with behaviour.

## **STATEMENT OF INTENT**

The governors and staff of Wessex Gardens Primary & Nursery School believe that all children have the right to a safe and secure school environment, in which they can be certain that the adults who care for them will protect them from any behaviour, on the part of others, which could cause them physical or psychological harm. They also have the right to learn the skills to enable them to behave appropriately in a wide range of contexts.

All adults in school will model appropriate behaviour and always treat children with respect. In any situation, requiring the physical restraint, of a child utmost care will be taken to work within the government's guidelines.

Equally importantly, we encourage children to have concern for others, as well as recognising their own rights. We help them to understand their responsibilities, in relation to other children.

We have a whole-school approach to behaviour management which promotes:

- respect for persons and property
- honesty
- trust
- fairness
- self-respect
- self-discipline.

It is our intention that what the children learn in school will extend to their lives in the wider community.

## **Wessex Gardens Five Golden Rules**

It is essential that children have a clear understanding of what is expected of them and that there are consistently defined boundaries of acceptable behaviour. At Wessex Gardens Primary & Nursery School we have The 5 Golden Rules which provide a simple but comprehensive framework.

1. We keep others and ourselves safe.
2. We are kind and fair to everyone.
3. We are honest and truthful.
4. We always try our best.
5. We look after our school.

### **ZONES OF REGULATION**

Wessex Gardens uses the Zones of Regulation to help children understand, recognise and moderate their emotional responses.

The zones of regulation is a research-based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions.

In order for a child to be ready for learning, they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate. The Zones of Regulation helps children to identify their feelings with colours, blue - sad, sick, tired, green - happy calm, ok, yellow - frustrated, worried, excited, red - angry, terrified, out of control. With adult support, children will learn to use their 'tools' to self-regulate.

The Zones can be compared to traffic lights. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the zones of regulation framework focuses on teaching how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, children are often experiencing a heightened internal state such as excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, children may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

### **THE ROLE OF STAFF IN SCHOOL**

All adults in school work according to the Behaviour Policy and have the same positive approach. Class teachers are expected to establish a purposeful and safe learning environment. In classrooms and other teaching areas around the school, teaching and support staff are responsible for managing pupils' behaviour. It is expected that all staff will develop effective behaviour management strategies so that classrooms are orderly and calm. Mealtime supervisors and classroom assistants share the whole-school approach to children with emotional and or behavioural difficulties and work closely with the teaching staff. All staff are given opportunities to have appropriate training.

### **IN THE CLASSROOM**

At Wessex Gardens Primary & Nursery School we believe that an effective curriculum that is appropriately differentiated, stimulating and engaging will motivate children and maintain an orderly and purposeful learning environment.

We work hard to plan appropriately for each child and we have high expectations of all children, both in terms of achievement and for behaviour. We encourage children to be independent and help them to take on responsibility for themselves and others. Our classrooms have a calm and purposeful atmosphere.

We give clear instructions and explanations and uphold the Behaviour Policy and Code of Behaviour so that there is a cohesive approach across the whole school. We maintain a positive approach, which builds children's self-esteem. Children are encouraged, by their teachers, to reflect on their progress and behaviour and to work and play co-operatively.

All children are given the chance to participate in 'Circle Time', which provides opportunities for class discussion, sharing feelings and structured problem solving. Circle Time helps children to become mutually supportive and to develop the skill of **real** listening.

## **A POSITIVE RESPONSE**

Our whole school approach is embedded in a positive context. We give ample time to issues of mutual respect, in both classrooms and in assemblies. We promote children's sense of responsibility by speaking positively about acts of consideration and kindness, acting on children's initiative and providing leadership opportunities for them. We actively encourage co-operation and collaboration throughout the school and work hard to sustain the school's nurturing character, so that the children learn, through example, to care for one another.

We use special awards and rewards to provide incentives for the children and to help raise their self-esteem. Some of these are listed below:

- Child is praised by class teacher for good work or behaviour
- Child is given opportunities to show his/her work to the other children in the class
- Teacher talks to child's parents about positive aspects of behaviour and/or work
- Teacher sends positive letters home
- Child takes work to show to one other class teacher
- Child takes work to show to the Headteacher or another member of the leadership team
- Special celebration assemblies are held each week. KS2's achievements are recognised through 'Merit' certificates and KS1 are recognised through 'Star of the Week' certificates.
- Every Friday the Headteacher hosts 'Tea With The Head' for children who have behaved/worked/achieved particularly well. The children are announced in the special Friday celebration assembly
- Periodically, a whole-class incentive scheme will be used and will result in a whole class reward
- In very special cases (e.g. for some children with difficulties) a teacher, in consultation with learning mentors may decide to create a tailored behaviour programme that is designed to target that child's particular learning needs. A common example is the use of a green, amber and red sticker chart following each lesson, which helps to highlight negative patterns of behaviour visually.
- Fabulous Friday is a whole-class lunchtime incentive used for our KS2 classes. Children are encouraged to work as a team. The class that is best at following lunch time rules for the whole week earn the opportunity to play football or participate in an indoor activity, at lunchtime, every Friday. The winning class is announced during Friday's KS2 assembly.
- Praise will also be given in the form of house points in the form of 'Class Dojos', which are linked to whole school values. House points will be awarded by members of staff and entered onto a chart, in the class room, by the child who is being rewarded. The totals for each house are read out periodically in Monday's assembly. At the end of each half term, the house with the greatest number of points is awarded a 'cup' bearing the house colours. This house earns the right to come to school dressed in the colours of their house for a day.
- Responsibility is given to young leaders, school councillors, the safety team and house captains.

## **SANCTIONS**

When unacceptable behaviour occurs it will be necessary to use sanctions. Sanctions should always be fair and consistent. Children should always be given clear explanations as to why sanctions are being used and should always have their own explanations listened to. It must be made clear to the child that it is the inappropriate behaviour that is unacceptable and not the child themselves.

(See anti-bullying policy for information on bullying)

It is important for staff to remember, when applying sanctions, that our overall approach is positive; sanctions will be incorporated into the positive approach and utilised in a way that does not disrupt the learning environment for other children. Teachers will refocus pupils quickly using positive reinforcements.

Staff will support each other, dependent on the child's needs and will keep an informal, individual behaviour log for pupils with behavioural difficulties. The emphasis will be to teach children the skills to behave appropriately and sanctions will be according to the developmental level of the child and will relate directly to the inappropriate behaviour, eg: a child who throws books on the floor will be asked to pick them up and put them away in their proper place.

In exceptional circumstances a child may be put on a Headteacher's Report. This is a way of providing additional support for children so they can monitor their behaviour throughout the day. If it is decided to place a child on the report, parents will be invited to a meeting with the headteacher to discuss targets and how best to support their child at home.

#### **Early Years Foundation Stage (Nursery and Reception) sanctions are as follows:**

- Reminder of appropriate behaviour
- Verbal warning – speak to child about appropriate behaviour and behaviour choices
- Time out for five minutes within the classroom
- **Nursery** – at this stage staff will speak to the child's parents about behaviour
- **Reception**- time out with phase leader
- If child has been sent to phase co-ordinator three times then phase leader, class teacher and parents meet to discuss a strategy to improve behaviour

#### **Y1 – Y6:**

Children are taught to understand that they are responsible for their behaviour and that they choose to act in the way that they do. Teachers at Wessex Gardens work to develop children's understanding that their actions have consequences. We teach children to make appropriate choices and guide them when they make mistakes. Teachers will ensure that they keep parents informed about children's behaviour.

#### **Classroom Behaviour:**

Every class teacher will display a cloud system depicting a **rainbow**, a sunny day, a cloudy day, a rainy day and a stormy day. All children's names are stuck onto the 'sunny' circle at the beginning of the day.

In the event of inappropriate behaviour, the following procedures will be followed:

- the teacher will ask the child to stop
- if the child continues he/she will receive a first warning and his/her name will be put on the 'first cloud'
- if the behaviour persists, he/she will receive a second warning and his/her name will be put on the 'rainy' cloud. There will be a reminder that if the behaviour is repeated he/she will have to leave the class
- If the behaviour persists, the child's name will be put on the 'storm' cloud and he/she will leave the class and report to the appropriate behaviour lead in the phase.

The following will then take place:

In Yrs 1 – 6 a child will go to the designated person in charge of behaviour for his/her class (ie the Phase Leader). They will discuss the inappropriate behaviour and complete a '6Ws' sheet. His/her name will be logged in the phase behaviour file, together with any written material. If the name is logged three times, parents will be called in for a meeting. If there are a further three behaviour-related incidents, then the parents of the child will be asked to meet with a member of SLT.

It is important that teachers use a range of behaviour strategies to avoid children being exited from the classroom. A child should only reach the 'storm' cloud in exceptional circumstances. It is expected that teachers will possess the skills necessary to manage their children, within the classroom, in normal circumstances. Removal

of a child from the classroom should be perceived as a serious matter by staff and pupils. Children should not be sent out to sit in the corridor.

Children are given opportunities to choose to correct their behaviour- and can therefore move back up the cloud system within the session. All names should be placed back on the sun at the end of each am and pm session so that every child has the opportunity to make a good start next time round.

Where staff have worked together consistently, in the ways described above, but a child is persisting with serious unacceptable behaviour, the Phase Leader will be responsible for referring the child to the Senior Leadership Team. A member of the SLT or the learning mentors will be allocated to work with the class teacher, the child and the parents to find a way forward in managing the child's behaviour. In most cases, interventions, at this stage, will involve the drawing up of a new behaviour plan. The focus will be on identifying achievable ways to modify the child's behaviour and will be targeted at meeting each pupil's individual needs. The plan will be monitored and revised, as appropriate, and records will be kept in the relevant Behaviour File.

Where the above measures have been consistently applied and no improvement has been observed, serious unacceptable behaviour will result in a temporary exclusion.

As a last resort, a child will be permanently excluded from the school.

One-off 'behaviour emergencies' can occur from time-to-time. In the case of one of these, the teacher will send the **Red Emergency Card** to the office and a member of staff will come to the class to provide support. Other members of staff will give additional support if necessary.

**Please Note:**

Incidents involving bullying or racism (or other forms of discrimination) are dealt with according to the relevant school policies.

The behaviour of children who have special educational needs will be managed according to their current individual educational care plans.

**Playground Behaviour**

At playtime, the staff on duty in the playground are responsible for managing pupils' behaviour. Playtime sanctions should be as follows (appropriate to the level of behaviour):

1. Verbal warning
2. Miss 5 minutes of playtime on bench
3. Miss all of playtime on bench

In the case of very serious behaviour (eg: fighting, racism, dangerous behaviour, total refusal to follow instructions) the child should be sent to the senior member of staff.

The mealtime supervisors will log playground behaviour incidents in a book which will be monitored by the Leadership Team/Learning Mentor. Incidents will be followed up as appropriate. Where very serious behavioural problems take place continually, during the lunchtime period, parents will be asked to take their child off the premises throughout the lunchtime period and bring them back at the beginning of the afternoon session. This may be classified as an official exclusion.

**Record Keeping and Data Analysis (See Appendices 2 – 4)**

In order to identify patterns in behaviour and to best address any potential behavioural issues, Phase Leaders maintain detailed logs of behaviour. They then analyse these logs on a half-termly basis. Senior Leaders are given feedback on these findings. The Senior Learning Mentor analyses patterns of behaviour in the playground.

Records of serious incidents, exclusions, racism and bullying are kept in the head teacher's office.

## **Other Relevant Policies**

Anti-bullying  
Safeguarding  
Child Protection  
Staff Code of Conduct  
Equal Opportunities

**September 2020 Update: Behavioural Management During the Coronavirus (COVID-19) Pandemic is outlined in Appendix 6.**

## **Appendix 1:**

### **THE 5 GOLDEN RULES**

It is essential that children have a clear understanding of what is expected of them and that there are consistently defined boundaries of acceptable behaviour. At Wessex Gardens Primary & Nursery School we have The 5 Golden Rules which provide a simple but comprehensive framework.

**WESSEX GARDENS PRIMARY & NURSERY SCHOOL  
THE 5 GOLDEN RULES**

- 1. We keep ourselves and others safe.**
- 2. We are kind and fair to everyone.**
- 3. We are honest and truthful.**
- 4. We always try our best.**
- 5. We look after our school.**

**Wessex Gardens Primary & Nursery School**  
**6Ws**

**What happened?**

**What were you thinking?**

**What did you do?**

**What could you have done better?**

**Who has been affected by what you have done?**

**What can you do to make things better?**

**Team Leader follow – up:**

**Date:**

Overview of Log

Name	Class	Date and nature of incident 1	Date and nature of incident 2	Date and nature of incident 3	Parents called?	Date and nature of incident 4	Date and nature of incident 5	Date and nature of incident 6	SLT/LM/SENco involvement

**Appendix 4:**

**Wessex Gardens Primary & Nursery School**

**Analysis of Behaviour Log**



Term: \_\_\_\_\_ Phase: \_\_\_\_\_ Member of Staff: \_\_\_\_\_

**General analysis of behaviour:**

Total number of logs made	
Number and nature of incidents involving boys	
Number and nature of incidents involving girls	
Number of incidents involving fighting/ violence	
Number of incidents involving disruptive behaviour	
Number of incidents involving use of bad language/swearing	
Number of bullying-related incidents	
Number of racist incidents	
Number of homophobic/trans phobic incidents	
Number of safety-related incidents	
Number of incidents involving children getting through the cloud system	
Number and nature of serious incidents	
Other general trends/ comments	

**Children causing concern:**

<b>Date</b>	<b>Any patterns of concerning behaviour</b>	<b>Child/children involved and subsequent actions</b>	<b>Further actions (By when? By whom?)</b>

## Appendix 5:

### Wessex Gardens Primary & Nursery School

#### Guide to Behaviour Record Keeping

#### Evidence and Log Books

##### 1. Celebrating Good Behaviour (Celebration Assembly Friday am)

KS2 Certificates  
 KS1 Certificates  
 House points  
 Tea with the Head  
 Climbing Frame Day in KS1  
 Fabulous Friday KS2

##### 2. Inappropriate Behaviour Logs

What to record/evidence to keep	Where?	Who Monitors?
Minor playground incidents	Playground incident book	Senior Learning Mentor
Major playground incidents (if the parent has been called)	Major incident file.	Headteacher
Major classroom incidents	As above	As above
Exclusions	Records kept in school office	Headteacher
Classroom behaviour sent to the phase Team Leader (after 3 warnings)	Phase Leader Log –Team Leaders to keep note on meeting with the child and any copies of letters sent to the parents	Phase Leaders (monitored by Headteacher and Deputy Headteacher)
If persistent inappropriate behaviour continues, there will be a Behaviour Plan written by the class teacher (after referral to Learning Mentors). These should be written with the child and shared with the parent/carer.	Copies to be kept by the class teacher, copy to HT and Senior LM	Senior Learning Mentor
Racist/Homophobic and Bullying records	In HT's office	Headteacher and Assistant Headteacher (Safeguarding Lead)
Own jottings and logs	If the child is demonstrating a pattern of low level inappropriate behaviour (i.e. gets to the 2 <sup>nd</sup> warning on a regular basis, but not enough to send to the Team Leader), make a note of the behaviour and keep in the planning file	SLT during monitoring of planning.  Discuss in phase meetings

## **Behavioural Management During the Coronavirus (COVID-19) Pandemic: May 2020**

### **Statement of intent**

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes infection control guidelines.

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

### **1. Enforcing new rules**

- The school ensures that infection control rules are communicated effectively to all pupils.
- Staff are informed about the measures in place so they can enforce these rules at all times.
- The school informs parents of any changes to provision outlined in this policy.
- The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

### **2. Arrival and departure**

- The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- Pupils are expected to participate in any infection, e.g. hand washing, before entering and exiting the school.
- Upon departure from school, the school expects pupils and parents to move immediately from the school buildings and not to linger on the school premises without good cause.

### **3. Hygiene and infection control**

- Children should stick to their class groups while inside the school building and avoid mixing as much as possible while outside.
- Children may mix in their year group bubbles for break times. Staff reinforce this behaviour through teaching, rewards and supervision.
- Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
  - Upon arrival at and departure from the school.
  - Before and after consuming food.
  - After using the toilet.
  - After coughing or sneezing.
- Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- Pupils are expected to dispose of tissues using the litterbins provided.
- Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

- Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection
- The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

## 4 Moving around the school

- The school expects all pupils to move around the school following the school's arrangements.
- The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from class to the playground.
- Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

## 5 Ill health and infection

- The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy
- The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parent or primary carer picks them up.

## 6 The school premises

- Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

## 7 Break time and lunchtime arrangements

- The school expects pupils to adhere to infection control measures, to the best of their ability, during lunchtimes and break times.

- Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class/year groups and only in designated areas.

## **8 Managing the behaviour of remote learners**

- The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
  - Download learning tasks from the website or log into Office 365 (Year6) daily.
  - Complete the work that has been set, to the best of their ability.
  - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

## **9 Exclusions**

- All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- The Headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the exclusion protocol, where practicable.
- Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the Headteacher liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- The Headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

## **10 Rewards and discipline**

- Rewards and discipline are given in line with this policy, where practicable.
- Staff ensure that any rewards given adhere to the school's infection control measures.
- The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

## **11 Close contact behavioural management**

- Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the behaviour policy
- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

- Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

## **12 Monitoring and review**

This appendix is reviewed in reaction to any new government advice by the Headteacher.

The date of the next review is January 2020.

Once the school resumes regular activity, and if deemed appropriate by the Headteacher, all sections within this appendix will expire.