



Behaviour and Anti-Bullying Policy

Staff consulted:

Ratified by the Governing Body: September 2020

Review Date: September 2021



Behaviour and Anti-Bullying Policy

1.1 Our schools are committed to positive behaviour management as part of a whole school policy.

We believe that being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline. Reinforcing positive behaviour helps our children feel good about themselves and creates an enabling environment for learning. Learning to behave appropriately is a developmental task that requires support, encouragement, teaching and setting the correct example. Good attendance is seen as part of our behaviour code and this is rewarded and celebrated along with all other achievement.

1.2 Aims of this policy

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that each school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

1.3 We consider that:

- Children have the right to learn and play in a friendly, helpful and safe environment.
- Parents have a right to feel welcome and that their children are safe and well cared for.
- Staff have a right to feel safe and to be treated with courtesy and respect.

1.4 We believe:

- Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- Learning to behave appropriately and to gain social skills is a very important part of children's social, personal and emotional development.
- Learning in this area supports all other forms of learning, and builds sociability, confidence and independence.
- Good attendance plays a vital role in social and academic achievement.

1.5 Pupils are expected to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to school on time and fully prepared.



- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Be kind to everyone in the school community
- Show respect for the opinions and beliefs of others.
- Report unacceptable behaviour.

1.6 Definitions

For the purpose of this policy, the school defines **serious unacceptable behaviour** as any behaviour that may cause harm to oneself or others, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines **low level unacceptable behaviour** as behaviour that may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Use of mobile phones
- Graffiti



“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

1.7 Key roles and responsibilities

- The trustees have overall responsibility for the implementation of this policy and the procedures of Alton Park Juniors
- The local governing committee has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The trustees have responsibility for handling complaints regarding this policy, as outlined in the school’s Complaints Policy.
- The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Staff, including teachers, support staff and volunteers, will create a supportive and high quality-learning environment, teaching positive behaviour for learning and implementing this policy.
- Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to staff.

2 Supporting Positive Behaviour

2.1 We encourage in children the development of positive behaviour, attendance and attitudes. This is so that parents, children, trustees and teachers can all work together to take pride in their school. The first approach is to be a positive adult role model, always setting a good example. Secondly, we expect there to be consistent use of the behaviour strategy to reward good behaviour, helpfulness and effort.

2.2 Children are awarded ‘dojo’ when they ***go above and beyond*** what is expected in any area of school life including:

- trying their best - hard work and good work
- exhibiting exemplary good behaviour
- politeness, sharing with and caring for others.



Certificates are then issued when the children have collected 25, 50, 75 and 100 dojos.

2.3 Fitting in with the school ethos, we take pride in awarding rewards, stickers and certificates - as children do to receive them. This is reinforced by positive comments by staff, trustees and parents as they see children walking around the school with their stickers and badges. We try to speak or praise when we see children wearing their stickers and badges or have read or seen the certificate presented.

2.4 All members of staff may award dojos or give stickers to pupils. The certificates and rewards are given out in weekly Celebration school assembly.

2.5 We aim to reward and acknowledge all the children who are keeping the rules and behaving well. A key strategy is green time, which is an activity chosen in discussion with the class that the children enjoy e.g. additional playtime, using the outside apparatus. Green time can happen at any time at the teacher's discretion, to reward all those children who are 'green'.

2.6 Staff training and review. We constantly review how we support pupils to behave well. Teachers and HLTAs have received training in restorative justice, so they can support and coach pupils in resolving disputes. New staff induction includes information on behaviour management and expectations and anti-bullying.

2.7 The staff are engaged in a two-year project to embed Trauma Perceptive Practice across the school. This includes a series of training sessions for teachers and the training of a TPP champion who will train other staff.

We aim to embrace the qualities of **Trauma Perceptive Practice** as a school:

Trust

There is a commitment to providing sufficient emotional security to enable people to engage with what they are feeling so that people say:

I believe other people will respond to me in a way that is supportive

Openness

There is a commitment to openness and honesty in all areas of school life, so that people say:

I am able to share my feelings and experiences openly with those I work with

Support

There is a commitment to taking a genuine interest in the experience of others and supporting them to become who they are, so that people say:

This organisation supports me personally as well as professionally

Relatedness

There is a commitment to bringing people together so that they may know and learn from each other, so that people say:

I feel connected to others in a way that enables me to feel part of a team



Respect

*There is a commitment to taking time to deepen people's understanding of each other and of what is happening in the organisation, so that people say:
People appreciate the unique contribution I make to this organisation*

2.8 Alton Park School is fortunate to have a highly skilled and experienced pastoral team, including a family liaison worker, learning mentors and those qualified in therapeutic approaches. The pastoral team focus on:

- supporting parents and their needs and anxieties, enhancing the relationship between home and school
- signposting families to support from other agencies
- calming pupils and moving them back into class to engage with their learning
- giving pupils space to think and reflect, learning to regulate their feelings and emotions
- supporting other staff in using positive behaviour strategies
- liaising with external agencies involved in the pastoral support of pupils and families

Our Rules

3.1 The school rules are

- Be Safe
- Be Kind
- Be Responsible

3.2 Rules are reinforced in daily routines. Periodically they may be reinforced and explained again in school assemblies. They are an integral part of the whole school ethos. Parents are made aware of the ethos and rules as they are invited to work with us as partners in reinforcing the expectations with their children.

3.3 Teachers will talk about rules with their class, and actively work to catch children keeping the rules!

3.4 Managing low level unacceptable behaviour - The Good to be Green System

All classes have a 'Good to be Green' chart. Children are encouraged to stay green all week. School rules are displayed in all classes and in the corridor

If a child breaks a school rule the following steps are taken

- 3.4.1 A verbal warning is given and a reminder of the rule that has been broken and that if they continue they risk losing their **Good to be Green** status.
- 3.4.2 If the poor behaviour choices continue, the child turns their card over and receives a **Warning Card** plus a reminder of the rule that has been broken.



- 3.4.3 A further verbal warning and reminder of the rule that has been broken. This should also include a reminder that they are already on a **Warning Card** and if their poor behaviour choices continue they will be given a **Consequence Card**.
- 3.4.4 Some children benefit from additional thinking time or a brief break from the whole class work and may be given a **Thinking Time Card**. They will use a quiet space in class or in a break out space to reflect and calm for up to 10 minutes before rejoining the lesson. This encourages independence and self-regulation.
- 3.4.5 The child turns their card over and receives **Consequence Card**. Explain what the consequence will be and why this has happened where appropriate. The consequence will usually include being spoken to by a member of the leadership team and up to 20 minutes working away from the class, depending on circumstances. Leadership team or pastoral team members will then monitor to encourage and support the child following their return to class
- 3.4.6 At each stage the child has the chance to earn back their prior card status
- 3.4.7 The good to be green system includes playtimes and lunchtimes and midday assistants will use the reminders and the vocabulary of good to be green. If a child is needing a Consequence Card, a senior leader is made aware and sanctions include having some time away from the playground. Children should never lose their entire playtime, but some children welcome the opportunity to engage in other purposeful activities away from the playground.

3.5 Guidelines for using the system

- 3.5.1 These systems are designed primarily to deal with low level disruptive and distracting behaviour in the classroom. Sanctions can be applied when pupils fail to follow instructions or respect the reasonable authority of teaching staff.
- 3.5.2 Sanctions should only be applied when pupils have been given appropriate prior warnings and provided with a real opportunity to correct or change their behaviour.
- 3.5.3 Pupils should always be made aware as to why they have had to turn their card over.
- 3.5.4 In the use of any form of punishment or sanctions, good communication with the pupil's home is vital. This might include notes in journals, letters home or telephone calls.
- 3.5.5 The school (teacher or Senior Leader) should be encouraged in certain situations to work with the parent or carer in agreeing sanctions at home that encourage good behaviour at school. Positive behaviour at school



can be significantly improved when the school and home liaise and demonstrate that poor behaviour choices at school can influence life outside of school.

3.5.6 Rudeness or aggression towards staff will not be tolerated and will almost always lead to a sanction, ranging from a period of internal exclusion (approximately 20 minutes) to a fixed-term exclusion for the pupil concerned.

3.5.7 Incidents involving racist or homophobic language or behaviour are always dealt with very seriously and a separate “racist incident” form must be completed for the school file and for reporting to Trustees. Parents of victims and perpetrators will be phoned and informed about the incident.

4 Addressing Serious Unacceptable Behaviour

4.1 A minority of children have trouble in settling into work or following the school rules. **We disapprove of the actions - not the child.** Complex combinations of social, emotional and health problems sometimes drive the behaviour of pupils, causing their behaviour to be increasingly challenging which may put them at risk of exclusion. In these circumstances additional actions to support the child include:

- Review by the SENCO, with colleagues, of possible strategies to be used to reduce and remove any identified triggers for certain behaviours
- Allocation of a member of the pastoral team who may have a good relationship with the child and therefore able to de-escalate behaviour, and whether ‘Home Learning’ would be more suitable during this period of time.
- Referral to a specific support service, such as EWHMS.
- Introduction of a consistent management plan which sets out specific rules individual to the child. These focus positively on one or two behaviours which need to change and the rewards for keeping the rules. A consistent management plan is shared with all those who work with the child and the leadership team.
- Implementation of a reduced or part-time timetable. A part-time timetable is planned with the full involvement and agreement of parents. The aim is to ensure that school is a positive experience for pupils who have difficulty in meeting the behaviour expectations for a whole school day. It is considered alongside all the other additional actions outlined above and is not a long-term solution. The Essex Inclusion Partner is always consulted when considering part-time provision and the school submits regular monitoring reports to Essex CC

In supporting pupils with challenging behaviour, working with parents is key. Parents are involved in agreeing the approaches, rules and rewards with clear explanation of the steps that are being taken and why they are necessary. A communication system in the form of a home-school book, report card, regular phone calls, meetings or emails is agreed with parents so that they are fully informed home and school can work together to support the pupil.



4.2 The Decision to Exclude

A decision to exclude a pupil permanently should be taken only:

- In response to serious breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil for a fixed period should be taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are inappropriate. Individual fixed period exclusions should be for the shortest time necessary. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour the head teacher will consider alternative strategies for addressing that behaviour. This will consist of carrying out a 'Risk Assessment' to evaluate if the child is safe to be in school during at this time.

Only the head teacher (or in the absence of the head teacher, the deputy head teacher), can exclude a pupil. Other exclusion related activities do not have to be undertaken by the head teacher personally, but may be delegated.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established. It is the final step in the process for dealing with disciplinary offences following a wide range of strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and is used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

Serious actual or threatened violence against another pupil or a member of staff
Sexual abuse or assault
Supplying an illegal drug
Carrying an offensive weapon

Where a criminal offence may have taken place, the school will inform the police and other agencies such as the Youth Offending Team or social workers.

4.3 Reintegration Interview

The head teacher must arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion of a pupil. The pupil should attend all or part of the interview. The interview should be conducted by the head teacher or a senior member of staff. In some circumstances it may be helpful for another person to be present such as the designated teacher for Looked After Children or children with SEN.



The purpose of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. It provides an opportunity to:

- Emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour
- Discuss how behaviour problems can be addressed
- Explore wider issues and any circumstances that may be affecting the child's behaviour
- Reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour
- Create a useful forum to consider with parents the possibility of a parenting contract

The headteacher will try to arrange the interview for a date/time that is convenient for the parent. If possible, the interview should be held on the day, the pupil returns to school. At least one of the child's parents is expected to attend the meeting.

5 Promoting Anti-bullying

Any reports of bullying are taken seriously and incidents are investigated with the aim that matters are resolved as soon as possible. The school policy, agreed by trustees is:

5.1 In our school we aim:

- to be safe, kind and responsible
- to create an atmosphere where children, parents and staff feel happy and confident.
- for children, parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others.
- to take all concerns seriously and investigate the reported incident(s).
- for children to take responsibility for their own actions.
- to give children confidence to be assertive and be able to say "Don't do that. I don't like it."

5.2 What is bullying?

Bullying occurs when a child is seriously upset by the behaviour of another child or group of children. This behaviour occurs more than once and can take a variety of forms which may include:

- physical
- verbal
- emotional

5.2.1 Incidents of bullying can include:

- racism
- name calling



- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- damaging school work
- damaging school/home equipment

5.2.2 It is not bullying when children have a one-off disagreement which is immediately resolved with (or without) adult intervention.

5.3 Anti-bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, particularly in health education and religious education.

5.3.1 We provide opportunities to:

- encourage children to talk about their feelings 'good' and 'bad' through:
 - stories
 - class discussions
 - assemblies
 - role play/drama.
- use circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self-esteem.
- promote understanding of friendship through:
 - co-operative work/play situations in and out of the classroom.
 - use of storybooks and poems that talk about and illustrate friendships.
 - understanding of friendship through the PSHE syllabus.
- use playground equipment to give constructive activity during break times.
- maintain a consistent approach to unacceptable behaviour by all members of staff.
- treat all children fairly and equally (this extends our school equal opportunities policy).
- praise positive behaviour through school's reward system.
- teach children to know what is acceptable or unacceptable behaviour in school and why.
- Provide pastoral / learning mentor support for individuals and small groups to address worries and concerns.
- Have a regular focus on anti-bullying by participating in events such as National Anti-bullying week
- Sign post children to external support if they are worried about bullying eg Childline



- Develop children's and parents' understanding of online and cyber-bullying and how to report any concerns eg telling an adult, using the CEOP button to report online concerns

5.3.2 Incidents of bullying may be reported by:

- a parent/carer of a child who is being bullied.
- a child who is being bullied.
- other children not directly involved in the bullying.
- a member of staff.

5.3.3 Procedures to follow if an incident of suspected bullying is reported:

1. All claims of bullying should be taken seriously and investigated promptly.
2. If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher must be informed.
3. The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident.
4. The member of staff involved should try to ascertain the true details by:
 - taking the incident seriously
 - keeping calm, never over-reacting and acting with fairness, even while showing displeasure with the child's/children's behaviour
 - listening to both/all sides of the reported incident
 - reassuring the victim
 - make sure that all parties involved understand what behaviour/action is being disapproved of and why
 - being seen to treat all parties fairly and with a consistent approach
 - trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent recurrence of unwanted incidents through the implementation of the "No-Blame" approach.

5.3.4 Learning Mentors may be used to work with the children involved and use Friendship Groups and social stories to resolve the situation. Learning Mentors will also work on reintegration programmes, rewarding good behaviour.

Outcomes from this work may be:

- to develop and implement a structured intervention management programme for children displaying behaviour difficulties;
- to provide teaching for identified pupils;
- to assist pupil learning for those on the SEN register for behaviour difficulties;
- to respond flexibly to pupils needs in order to avoid exclusion;
- to monitor the non-attendance of pupils and unauthorised absences;
- to implement a re-integration programme for non-attendees;
- to analyse statistical information such as incidents of poor behaviour and unauthorised attendance's;



- to encourage pupil evaluation;
- to observe and record pupils, before, during and after programmes of support;
- to liaise with external agencies;
- to provide support and guidance on behaviour to members of staff and parents.

5.3.5 All suspected incidents of bullying should be reported to a senior manager. The members of staff involved will decide whether parents should become involved.

5.3.6 If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must be added to the bullying log. This report should include:

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken
- how action was followed up.

5.3.7 When incidents have been identified as bullying and a report has been made then parents of both parties should be informed of the agreed course of action. It is important for school and home to work together to try and ensure that the incidents do not recur for the victim(s) or the bully(ies).

5.3.8 It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions reoccurring. On most occasions this help will be from within the school and home. However, where appropriate, external agencies may be involved for advice and support with the agreement of parents and carers.

Additional Information about this Policy

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher at each setting, who reports to trustees on request about the effectiveness of the policy.

This anti-bullying policy is the trustees' responsibility, and they review its effectiveness regularly. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Trustees analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed formally every year.



Appendix A

Behaviour guidelines, rewards and sanctions for staff

Every class has a 'good to be green' chart, where all the children have a pocket with coloured cards in. At the start of a day, all children are green.

Rewards for good behaviour include praise and positive encouragement. For going 'above and beyond' in any respect of behaviour or work, children can be awarded a class dojo. All member staff are encouraged to award Dojos where they have been earned. Tell the teacher and they can be added to the child's tally.

Celebration assembly includes certificates for star of the week and certificates for achieving a certain

Staff are also encouraged to speak to parents at the end of the day, phone home to share good news about children's work and attitudes etc.

Use 'green time' or 'green treats' to reward those who are behaving well. These can be used flexibly, to reward all those who are green at any time.

Sanctions

For low level behaviour concerns eg. inattention and chatting, children should be given up to two verbal reminders to focus etc

Third warning results in a colour change to amber, where the child's card displayed in the pocket is changed

If a further reminder is required, the card is changed to blue.

Further sanctions mean a colour change to red. This results in the child having some time away from the classroom. They are supervised by the head of year or other senior leader while reflecting on their behaviour.

Children can work to get their card back to green by showing expected behaviour. If a child is on red, after completing their time out of class, then their card is changed initially to amber and then green if further positive changes in behaviour are observed.

Some behaviours may result in an immediate colour change to red, resulting in the above consequences:

- **Physical aggression**
- **Verbal abuse (swearing at or in front of adults)**
- **Unruly behaviour eg leaving the classroom without permission**



Lunchtimes

Our red lines also relate to playground behaviour. Children should be informed they are red and the member of SLT on duty is called. The child will usually have some time away from the playground to reflect on their behaviour.

Minor behaviour incidents are addressed by the midday assistants, who will pass on any concerns to the class teacher where necessary.

Colour changes to red, racist incidents and concerns about bullying should all be recorded on the behaviour log.

These guidelines have been amended to take account of adjustments made for managing COVID infection risk and the need to maintain class and year group bubbles. September 2020



Appendix B

Behaviour Policy Amendment in response to Covid-19 – September 2020

Alton Park Junior School has reviewed the Planning Guidance for Primary Schools issued by the Department of Education.

Context

We want our school community to feel safe, calm and re-assured, and to know that it will be safe to come back to school.

We want the children to feel excited and happy coming into school and we want them to know that we are genuinely delighted to have them returning to school and to be able to see them again. We will provide an inclusive environment in which the children feel surrounded by support, and know that they can rely on all the adults around them to be positively reinforcing the same messages to create these warm, welcoming feelings of care and nurture when we cannot touch and need to keep a safe distance.

This amendment is to be read in conjunction with our own published Behaviour Policy. We continue to follow our behaviour policies in terms of promoting and rewarding positive behaviour.

All children and staff have experienced trauma and loss since the beginning of this current pandemic (COVID -19). There has been significant loss of routines, structure, opportunities and freedom. Relationships, friendships and social interaction have been significantly affected. For some children and staff, this could trigger a trauma response.

The return to school for some of our children could also induce feelings of stress, due to the new routines and changed environment. Many may experience separation anxiety, due to the prolonged period at home with their parents.

All staff in schools need to be aware of this and adapt our responses accordingly. We will need to constantly model and coach around these new expectations, behaviours and routines, and always reassure and reframe any negative perceptions.

We know that all behaviour is communication and when we are seeing behaviours indicative of a stress/trauma response (such as increased irritability, activity, withdrawal, non-compliance, all attention needing behaviours), we should always acknowledge and validate the feelings and behaviours we are seeing and the possible reasons for those.

We ask all staff to then seek to reframe and reinforce the positive behaviours we wish to see, leading by example at all times.



Challenging, complex and unsafe behaviours (“behaviours of concern”) are an indicator that children need support to be included in our schools. Complex and unsafe behaviours involve a very small proportion of children.

Risk Assessments

As some of the strategies we use for de-escalation and to support positive behaviour cannot be used in the current circumstances (COVID -19), an individual risk assessment will be made for a child where the risk of complex unsafe behaviour is likely.

Such unsafe behaviours include:

- Spitting, licking and biting
- Physical aggression involving skin to skin contact
- Absconding
- Serious emotional distress caused by the need to maintain social distancing

This may include pupils:

- who have an individual behaviour or communication plan
- where the school deems it to be necessary due to behaviour of the pupil before the COVID- 19 pandemic.

The risk assessment will be discussed and agreed with parents prior to returning to school. Where it is deemed that a child is too high a risk to come into school and keep themselves and others safe, the school will work with the parents and child to support a gradual transition into school at an appropriate time when routines have been established at school.

It is important to note that children’s engagement in behaviours of concern can change over time.

Reasonable Adjustments

Please be aware that the following reasonable adjustments have been made in addition to our Behaviour Policy.

All staff are expected to teach and model the new behaviour expectations and to support positive behaviour in line with our stated principles.

If pupils display any of the following behaviours, Parents / Carers will be contacted, and the provision and approach discussed. Where we are unable to reduce the impact and risk of behaviour, the indicated sanction will be used. Persistent behaviour concerns may result in the implementation of a reduced timetable in order to safeguard the school community and allow time to work with the child to support them in moderating their behaviour.



Behaviour	Action	Sanction
<p>Not following school instructions on hygiene, such as hand washing and sanitising</p>	<p>Adults to model and more closely supervise.</p> <p>Parents / carers informed and provision and approach discussed.</p>	<p>Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued. A behaviour risk assessment will be undertaken and shared with the child and parents / carers.</p>
<p>Running away from adults to access out of bounds areas, including those areas of school that will be temporarily prohibited in light of the current circumstances.</p>	<p>Adults to explain the reasoning and de-escalate using appropriate strategies.</p> <p>Parents / carers informed and provision and approach discussed.</p>	<p>Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued. A behaviour risk assessment will be undertaken and shared with the child and parents / carers.</p>
<p>Not following designated routes around school.</p>	<p>Adults model correct movement around the school.</p> <p>Parents / carers informed and provision and approach discussed</p>	<p>Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued. A behaviour risk assessment will be undertaken and shared with the child and parents / carers.</p>
<p>Spitting, licking and/or biting others.</p> <p>Physical aggression involving skin to skin contact.</p>	<p>Remove other children and adults to a safe distance.</p> <p>Parents / carers informed and provision and approach discussed.</p> <p>Contact the parents / carers of the child who has been spat at and other children involved in the incident.</p>	<p>The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken.</p>



<p>Deliberately coughing in the direction of other pupils and/or adults.</p>	<p>Remove other children and adults to a safe distance.</p> <p>Parents informed and provision and approach discussed</p> <p>Contact the parents of the child and the child who has been coughed at.</p>	<p>The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken.</p>
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<p>Deliberately making any inappropriate and insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic. For example, a pupil saying, "Your mum has coronavirus."</p>	<p>Explain to the child why what they have done is inappropriate.</p> <p>Parents informed and provision and approach discussed.</p> <p>Speak to the child who has been affected.</p> <p>Contact their parents.</p>	<p>Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued. A behaviour risk assessment will be undertaken and shared with the child and parents / carers.</p>
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Appendix B: Behaviour Risk Assessment

<p>Reason for completing this risk assessment</p> <p>Schools are asked to complete this risk assessment if they have concerns regarding behaviour or safeguarding risks posed to other pupils and adults.</p>		
<p>Pupil Details</p>		
<p>Name of pupil:</p>	<p>DOB:</p>	<p>School: Alton Park Junior School</p>
<p>Does the pupil or student have an EHC plan? <Yes/no></p>	<p>Does the pupil or student have a social worker? <Yes/no></p>	
<p>Aggressive or non-aggressive behaviour that causes increased risk to pupil and others</p>	<p>COVID 19 risk to pupil and others</p>	<p>Control Measures</p>



Behaviour which impacts	<p><i>For example:</i></p> <ul style="list-style-type: none">• <i>Mouthing equipment</i>• <i>Licking</i>• <i>Close proximity to others faces</i>• <i>Scratching</i>		
<p>Conclusion of behaviour risk assessment: <i><The pupil is safe at school>/ <The pupil poses a significant risk to others and is required to stay at home></i></p>			
<p>Brief rationale:</p>			
<p>Monitoring and Liaison Arrangements while the child is at home</p>			
<p>Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review in light of new information):</p>			
<p>Monitoring arrangements while child is at home: <i><daily>/<weekly>/<fortnightly>/<monthly>/other (specify)></i></p>			
<p>Liaison plan while child is at home: <i>Please give details of the safeguarding arrangements while the child is at home.</i></p>			



Risk assessment completed by (signature)	Name	Job title	Date
Risk assessment quality assured by (Headteacher signature)	Name	Job Title	Date
		Headteacher	