

A grey arrow graphic pointing to the right, positioned above the title.

Engage Academy Behaviour Policy

Supporting Social, Emotional & Mental Health

Approved By:	Curriculum and Standards
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A decorative graphic consisting of several thin, black, curved lines that resemble grass or reeds, located in the bottom left corner of the page.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the academy with regards to behaviour management;
- Outline our system of **rewards and consequences**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools;
- Searching, screening and confiscation at school;
- The Equality Act 2010;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school.

It is also based on the Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The board of trustees will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

3.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the board of trustees giving due consideration to the academy's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Updating and implementing strategies in pupil's Support to Self-Regulate Plans;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour on SchoolPod (Appendix 3);
- Understand and implement the six principles of nurture into the management of behaviour (Appendix 2).

The senior leadership team will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the parent carer handbook;
- Inform Engage Academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

4. Core values and learning expectations

4.1 Mission

Nurturing inclusive learning communities: Focused on maximising the life chances of all children, Ethos Academy Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents/carers, local schools and the wider community.

4.2 Core Values

Ethos Academy Trust have set out 5 core values across the trust:

1. Leading with Integrity
 - a. Championing honesty and transparency
 - b. Building trusting relationships
2. Thinking innovatively

- a. Finding creative solutions
 - b. Meeting individual need
- 3. Encouraging freedom and responsibility
 - a. Working collaboratively
 - b. Investing in effective partnerships
- 4. Celebrating achievement
 - a. Improving academic progress
 - b. Enriching personal development
- 5. Improving continuously
 - a. Raising standards
 - b. Developing strong and effective leaders

At Engage Academy there is a whole school commitment to positive behaviour management using a nurture-based approach. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. We firmly believe that behaviour can change and every child can be successful once they are equipped physically to recognise bodily sensations and feelings.

4.3 Learning Expectations

Engage Academy uses the Ethos Academy Trust Core Values in a transferable way to effectively communicate the information to pupils. This is done through Engage Academy Learning Expectations. We have 5 main learning expectations.

- 1. Being a good role model
 - a. Demonstrating positive behaviour to others
- 2. Being Resilient
 - a. Even when we find things difficult we keep trying
- 3. Showing respect
 - a. Being kind to yourself and others
- 4. Having a positive attitude
 - a. Be enthusiastic in everything we do
- 5. Trying your best
 - a. Working to complete a task to the greatest of your ability

It is the duty and responsibility of all adults in the academy to model and reinforce these values. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and understanding in themselves and others.

5. Rewards and consequences

The policy promotes positive behaviour and utilises a reward system for demonstrating the learning expectations noted in section 4. Engage Academy represents a foundation to help others model the learning expectations in the academy. There is a strong balance between rewards and

consequences that are implemented to establish and maintain positive behaviour. All systems require some degree of flexibility to support and meet the needs of individual pupils and circumstances.

As part of the pupil's induction, staff and pupils discuss expectations, reward systems and consequences. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for demonstrating the learning expectations. Positive support is more likely to change behaviour rather than control and punishment. Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve.

5.1 List of rewards and consequences

All staff will demonstrate, recognise and celebrate positive behaviour during working hours. There is a whole school commitment to praise all achievements – including positive behaviour, politeness, kindness, tolerance, care, respect, resilience, responsibility and understanding - are acknowledged.

Rewards

Positive behaviour will be rewarded with:

- Verbal or written praise
- Class Dojo points to spend on rewards
- Letters, texts, e-mails or phone calls home to parents/carers
- SLT steps to rewards
- Core value post cards

Additional, in class rewards may include:

- Smiley faces, stickers and stamps;
- Sending good work to other staff members for reward or praise;
- Special responsibility jobs;
- Head teacher awards;

Consequences

Consequences will be personalised to best meet the needs of an individual pupil. The academy may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reminder
- Directing the pupil into a space away from the classroom
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

5.2 Off-site behaviour

Consequences may be applied where a pupil has behaved inappropriately off-site when representing the academy, such as on an academy trip or on the bus on the way to or from the academy.

6. Behaviour management

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display reward information and learning expectations
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement.

Staff will deliver a fair and consistent approach to consequences for inappropriate behaviours when pupils are regulated. If a child exhibits inappropriate behaviour, staff should use a nurturing approach to de-escalate a situation and support a pupil based on their needs/behaviours.

Reminder System

The academy implements a reminder system in response to demonstrating learning expectations. The system may require some degree of flexibility to support and meet the needs of individual pupils and circumstances. A staff and pupil version is available to ensure that communication is effective and consistent throughout the academy.

Staff Version

1. **Reminder 1:** A member of staff will remind a pupil about their behaviour, linked with the learning expectations. The staff member will do this by linking the behaviour to one (or more) of the learning expectations. There will be no consequence or further action at this point.
2. **Reminder 2:** A member of staff will again remind a pupil about their behaviour, linked with the learning expectations and associated completion of work. At this point the pupil will be informed that they will wait (for a select number of minutes) in class before they can have their break. This might be repeated to reinforce the expectation.
3. **Reminder 3:** The pupil is asked to have a time out of class for a set amount of time. The pupil should be informed that they are to return after the time has elapsed. E.g. 5 minutes out and then return to class. This will be monitored/supervised by a staff member.
4. **Reminder 4:** If time in another space is refused or behaviour continues when returning, the pupil will leave the class with or without help. A staff member of the class will deliver an

activity to support the return to the classroom in a regulated state. An intervention log will need to be completed. A follow up discussion will take place to discuss next steps and any work to be completed. This should occur between staff and pupil and be evidenced on the log.

Pupil Version

1. **Reminder 1:** A teacher will speak to you about your behaviour.
2. **Reminder 2:** A teacher will give you a second reminder about your behaviour and you will have to complete your work before you can have your play time.
3. **Reminder 3:** A teacher will ask you to have a time out from class. You will be expected to return to class and ready to learn.
4. **Reminder 4:** You will work away from the classroom with a teacher for a period of time.

The reminder system should be fully implemented before other strategies are considered. Dependent on the scenario, strategies may include:

- Option A: Further 1:1 and nurture activities required with the same staff member in order to be regulated and ready to return to class
- Option B: Further de-escalation and distraction required such as a change of face or space – this may be repeated a couple of times

If option A and B are not successful, SLT should be requested to support the pupil in self-regulating. Possible restorative conversation and work may also be required.

We may use safe spaces away from the classroom in response to serious or persistent breaches of this policy. Safe spaces are available in the academy for a child to be directed/guided to, where they can regulate with/without support if appropriate and necessary.

Logging an Intervention

An intervention is where staff may make reasonable adjustments to support the pupil in learning or returning to a regulated state. When an intervention takes place, a log on SchoolPod is required to record the information. The intervention should note what is being done to support the pupil in meeting the highlighted learning expectation(s). The following process should be followed when recording multiple interventions in a week.

- **1st log:** Staff member outlines what has happened and what intervention has taken place.
- **2nd log:** End of day debrief between class teacher and Inclusion Workers (IW's) to review the pupil's information, check Support to Self-Regulate Plan (SSRP) and outline new strategies to try and evidence. There should already be evidence of strategies that have been tried.
- **3rd log:** Senior Inclusion Worker (SIW) or IW to contact home at the end of the day to discuss the concerns and possible strategies to be used.
- **4th log:** Discussion between class teacher and parent/carer to discuss the concerns and strategies going forward. This may be a phone call or a face to face meeting.

6.2 Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Injuring themselves or others.
- Assaulting another child or staff member.

- *Engaging* in deliberate damage or vandalism to property.
- *Engaging* in any behaviour prejudicial to maintaining good order and discipline at the academy or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

All staff have been trained by Team Teach tutors who are DfE recognised providers. Any physical intervention used by staff should be in accordance with Team Teach guidelines and used only as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary. It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique.

It may be necessary for the staff member to guide the child to a quiet safe space in order to try to de-escalate the situation. All staff must understand the importance of responding to the emotions and feelings of the child which lie beneath the behaviours being exhibited. A member of staff who recognises that the behaviour is beginning to escalate towards a point where positive handling may be needed may need to seek assistance from another member of staff and/or use de-escalation strategies to prevent the need for positive handling. Staff should explain to the dysregulated child the reason why they need that level of support to keep them and other children safe in a calm voice. Staff must explain to the child that as soon as he/she is calm the physical handling will stop.

After the incident the child must be given time to calm with a member of staff and if possible repair and rebuild completed with those involved. The parent/carer must be contacted and told about the incident and if appropriate will be asked to come to support their child to regulate.

De-escalation techniques form part of Team Teach and any strategies should be used to support a pupil in self-regulating. Strategies used will vary depending on individual pupil needs. Staff should adapt accordingly to respond positively to the emotions being displayed by a pupil.

Wherever possible, Engage Academy will seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others behaviours with a view to providing a positive outcome for all involved. A restorative meeting either formal or informal, may then be arranged, at which the pupil is encouraged to think about the and discuss their behaviour.

6.3 Confiscation

Any prohibited items such as drugs or alcohol found in pupils' possession will be confiscated. These items will not be returned to pupils.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

6.4 Pupil support

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The academy's Inclusion Manager and special educational needs co-ordinator will work together to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also

be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Data will be logged and secured on SchoolPod.

6.5 Exclusions

All pupils and staff have the right to enjoy a safe and positive learning environment where pupils are encouraged to be self-disciplined and have due regard for authority and each other.

A fixed term exclusion will only ever be issued as a last resort and only issued by the Head Teacher. This may be an internal or external exclusion.

Following an exclusion, further intervention should be put in place to prevent a reoccurrence of the same incident.

7. Training

Our staff are provided with Team Teach training as part of their induction process. Behaviour management will also form part of continuing professional development.

Throughout the academic year, staff will be provided with regular opportunities for training through Twilight sessions, staff meetings and INSET days as well as other opportunities determined by SLT.

8. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher, Inclusion Manager and board of trustees every two years. An internal review will be conducted every term to ensure the policy remains relevant, suitable and appropriate. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the board of trustees every two years.

The monitoring of behaviour will take place in the following ways:

- Class Dojo points system will record when learning expectations have been met and when pupils display positive behaviour on a daily basis;
- Data logs will be recorded on SchoolPod to input behaviour information;
- Serious Incidents will be logged on SchoolPod.

All data is monitored on a half-termly basis by the Inclusion Manager and SLT. Any trends or patterns in behaviour for groups or individuals are shared with relevant staff and personalised provision may be amended as necessary. A termly report is shared with the Board of Trustees to ensure behaviour is being monitored and effective strategies implemented to improve behaviour where needed.

9. Parent Carer Handbook

Engage Academy works with pupils and parents/carers to establish a positive working relationship and set a foundation for learning. When first attending the academy, all pupils will acknowledge and sign information within the Parent Carer Handbook.

In the handbook, pupils will sign to agree to try to:

- *Go to school everyday*
- *Talk to an adult if they feel upset*
- *Follow the learning expectations*
- *Listen to and follow adult instructions*

- *Complete learning activities*

9.1 Parental Involvement

Engage Academy believes that a positive, supportive relationship between parents/carers and school is key to supporting the needs and behaviours of every child. Parents are contacted on a regular basis to share positive news and discuss any concerns. Involvement with parents will be on an individual basis. Parental preference around home/school contact will be discussed at the initial meeting when a child joins Engage Academy and will be continually reviewed.

9.2 Parent Carer Agreement

This policy will be supported by the Parent Carer Agreement. All parents will sign the agreement prior to their child's enrolment. One copy will be retained by the parent/carer, another copy in the academy. The agreement will be reviewed and signed. Children can only sign the Child's Declaration in their parent's presence. The parent and child's copy will be kept on SchoolPod in the child's file.

10. Sharing of Information

Engage Academy will keep up to date records of a child and ensure that in relation to the policies on safeguarding and child protection that it will, in accordance with guidance on information sharing, follow the correct procedures in the General Data Protection Regulation (GDPR).

11. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Equality Policy
- Exclusions Policy
- Positive Handling policy
- Safeguarding Policy

Appendix 1: Behaviour Principles

An effective behaviour management policy is one that supports pupils towards high self-esteem and self-regulation. This occurs when positive, good relationships are formed and high standard of expectations clearly outlined.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and achievement. We aim to provide positive, everyday experiences that enable our children to reach their full potential.

At Engage Academy we:

- ✓ All have the right to learn;
- ✓ Are all responsible for supporting the rights of others and ourselves;
- ✓ Have rules to support our right to learn and achieve in a safe environment;
- ✓ Have rewards to celebrate the right choices we make and our successes;
- ✓ Have consequences to help us learn to take responsibility for our actions and to support us to make the right choices in the future;
- ✓ Have a Code of Conduct by which all children and staff demonstrate they are responsible members of our community and understand our expectations;
- ✓ Build confidence among children and young people to show empathy and understanding;
- ✓ Work with members of our academy community to raise awareness and develop respect of both our own and others' behaviours;
- ✓ Use agreed methods of reporting and responding to incidents of inappropriate and positive behaviours;
- ✓ Identify a clear system to deal with inappropriate behaviour and refer and review children when necessary for additional support from within Engage Academy and/or or wider professionals;
- ✓ Use social, emotional and mental health needs (SEMH needs), screening and SchoolPod incident data to improve the effectiveness of our positive relationships system and to target resources efficiently to meet individual children's needs;
- ✓ Share good practice and develop training when necessary to ensure consistency in approach and standards of expectation.
- ✓

Appendix 2: Six Principles of Nurture

At Engage Academy we work alongside the Six Principles of Nurture.

The Six Principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe place
- The importance of Nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication something
- The importance of transitions in children's lives

Our nurturing approach helps to understand the needs being signalled by a child's behaviour and enables us to target needs with effective strategies and activities to help them re-engage. When

implementing the policy, staff will take into account the six principles of nurture to support a pupils' understanding and learning of positive behaviour.

Appendix 3: Behaviour Log

Slip

Student    Please select a student Staff

Description

Subject Location

Date Period Time

CC [Click Here to Inform Others](#)

Time of Day

Morning Afternoon

Positive Behaviour Types

<input type="checkbox"/> Attitude to learning	<input type="checkbox"/> Attitude towards others
<input type="checkbox"/> Good manners	<input type="checkbox"/> Kindness
<input type="checkbox"/> Honesty	<input type="checkbox"/> Respecting others
<input type="checkbox"/> Being responsible	<input type="checkbox"/> Good effort
<input type="checkbox"/> Completing all set tasks	<input type="checkbox"/> Following the Code of Conduct
<input type="checkbox"/> Effort to keep calm	<input type="checkbox"/> Resilience

Positive Behaviour Action

<input type="checkbox"/> Phone call	<input type="checkbox"/> Stickers
<input type="checkbox"/> Reward/Golden Time	<input type="checkbox"/> Postcard
<input type="checkbox"/> Star of the Week	<input type="checkbox"/> Pupils Pupil of the Week
<input type="checkbox"/> Praise from SLT	<input type="checkbox"/> Verbal feedback to parent/carer
<input type="checkbox"/> Steps to Tesco	

Sensory Support

Sensory Support Plan Implemented

Cancel

Print

Behaviour log 2: Requiring Intervention

Slip			
Student	<input type="button" value="+"/> <input type="button" value="-"/> <input type="button" value="i"/>	<input type="text" value="Please select a student"/>	Staff <input type="text" value="Taff Ryan"/>
Description			
<div style="border: 1px solid black; height: 40px;"></div>			
Subject	<input type="text" value="Please select a subject"/>	Location	<input type="text" value="Adventure Play Area"/>
Date	<input type="text" value="14 Dec 2020"/> <input type="button" value="Date"/>	Period	<input type="text" value="Reward and Reflection Time"/>
CC	Click Here to Inform Others		
Time of Day			
<input type="checkbox"/> Morning		<input type="checkbox"/> Afternoon	
Antecedents (Category)			
<input type="checkbox"/> Change of staff	<input type="checkbox"/> Change of activity	<input type="checkbox"/> Change of environment	
<input type="checkbox"/> Illness/Feeling unwell	<input type="checkbox"/> Behaviour of other pupil(s)	<input type="checkbox"/> Home circumstances	
<input type="checkbox"/> Anxiety of Subject Area	<input type="checkbox"/> Showing Signs of Dis regulation	<input type="checkbox"/> Introduction/Change of Pupils	
<input type="checkbox"/> Transition	<input type="checkbox"/> Return from Holiday/Period of Absence	<input type="checkbox"/> Week Prior to Holiday	
<input type="checkbox"/> Alteration of Medication	<input type="checkbox"/> Other Antecedent		
Sensory Support			
<input type="checkbox"/> Sensory Support Plan Implemented			
Green Number Book			
<input type="checkbox"/> Green Number Book			
<input type="checkbox"/> Page Ref Number			
Exclusions Log Completed?			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
Interventions			
<input type="checkbox"/> 2:1 support			
<input type="checkbox"/> 1:1 support in class			
<input type="checkbox"/> 1:1 support out of class			
<input type="checkbox"/> Nurture activities			
<input type="checkbox"/> Anger management			
<input type="checkbox"/> Animal therapy			
<input type="checkbox"/> Social stories			
<input type="checkbox"/> Phonenumber with child and parent			
<input type="checkbox"/> Other			
Time Scale of Intervention in Hours and Minutes			
<input type="checkbox"/> Time scale of intervention			
Impact of Intervention			
<input type="checkbox"/> Pupil returned to learning environment and completed activities set			
<input type="checkbox"/> Pupil continued to need 1-1 support to complete activities set			
<input type="checkbox"/> Pupil completed activities set away from the main learning environment			
<input type="checkbox"/> Pupil needed continuous 1-1 support away from the group with nurture based activities			
<input type="checkbox"/> STSR updated to include new information to support QFT.			

Appendix 4: Ethos Academy Trust Appendix to the Behaviour Policy during Covid- 19 Pandemic.

Scope

This addendum applies until further notice.

It sets out changes and exceptions to our academies' normal behaviour policies. Pupils, parents / carers and staff should continue to follow our normal behaviour policies with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance change. We will communicate any changes to staff, parents and pupils.

As a Trust, we understand that lockdown will have caused some children to experience significant feelings of anxiety. With this in mind, it is clear that wide ranging support will be needed to ensure that pupils' mental health and wellbeing is supported. Following Government Guidance, there are changes to routines and systems in our academies, including start and end times of the school day, groupings of pupils, classroom layout and break and lunch time arrangements.

Ethos Academy Trust has a suite of risk assessments which are regularly reviewed and updated in relation to the necessary measures being taken to keep pupils and staff as safe as possible whilst in the school environment. Minimal physical contact between members of staff and pupils will be adhered to.

Additional Rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents / carers should also read the rules and ensure that their child follows the new procedures that have been put in place. Parents / carers should contact the Head Teacher if they think their child might not be able to comply with some or all of the rules, so we can work in partnership to consider alternative arrangements and support pupils to access their learning safely and effectively.

- It is an expectation that, whilst in school, pupils adhere to the Trust's new routines and expectations in relation to hygiene: they must follow instructions for handwashing, sanitising and use of hygiene-related equipment. Expectations about sneezing, coughing and tissue disposal will be shared regularly with pupils within the 'catch it, bin it, kill it' message.
- Pupils must follow guidance and instructions on how they are able to socialise in school with their peers and staff during this time; we appreciate that for younger children, further support will be needed with this, however the expectation is that children follow instructions for the safety of themselves, their peers and staff. During recreational time, outdoor learning and indoor learning, the same rules and expectations apply.
- If a pupil is putting their safety or that of other staff and pupils at risk, parents / carers will be contacted to come and collect their child or agree a suitable form of transport home. The decision for a pupil to return home will be made by the Head Teacher / Deputy Head Teacher. Reasons for the need to make this decision include:

- Any serious breaches of hygiene – including spitting, coughing at others, wiping fluids on others;
- Pupils who continue to exhibit unsafe behaviours and/or refuse to follow the outlined expectations, placing themselves or others at risk;
- Pupil's inability to move safely around school including the expectation to follow adults' instructions, which will include staying away from out of bounds areas and queuing at a safe distance.

If pupils repeatedly exhibit the above behaviours, it could result in a pupil no longer being able to access face to face provision for a period of time. If this situation occurs, alternative forms of provision will be developed, implemented and regularly reviewed.

- Before a child returns to school following an incident, parents/ carers will be required to have a discussion with a member of the academy's Senior Leadership Team (SLT) before plans are put in place for their child's return. This is to ensure that we are able to plan effectively and agree a range of strategies to enable the safety of the child, other children and staff.
- We understand that some children are particularly vulnerable and / or have specific additional needs, including those with Education Health and Care Plans (EHCPs). For these children a bespoke risk assessment will be completed. If agreed actions and mitigations on the risk assessment are not adhered to, a parent/carer will be contacted to review provision.

Remote Learning

If pupils are not in school, we expect them to follow the rules set out below.

Parents / carers should also read the rules and ensure their children follow them. Parents should contact the Head Teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times of the school day – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by staff.
- Seek help from staff if they need it.
- Alert staff if they're not able to complete work.
- Use proper online conduct, such as using appropriate language in messages.

During live lessons, pupils are expected to behave appropriately by:

- Being on time.
- Having books and stationary ready before the lesson begins.
- Muting their microphone when asked.
- Raising their hand to ask questions, or using the relevant online class participation feature.
- Not disrupting the lesson for others (for example, by messaging about something other than school work).

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact parents / carers to explore any issues and identify / offer any additional support that may be needed.

Monitoring Arrangements

We will review this policy as guidance from the local authority or Department for Education is updated.

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Acceptable user agreements