



**Behaviour, Restrictive  
Physical Intervention &  
Discipline Policy**

## **Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Rewards and Punishments**

We praise and reward children for good behaviour in a variety of ways:

All staff give verbal praise.

All staff give stickers.

All staff award 'Star Awards' and a winner is drawn each week and all other 'stars' stand up in Praising Assembly

Each week we nominate a child from each class to be 'star of the week'.

Each class has reward systems in place both for individuals and whole class appropriate to the age of the children.

Weekly achievement assemblies celebrate good work/good behaviour/good attendance/special awards for particular events.

Weekly lunchtime supervisor individual and class awards

Half termly whole class rewards for good behaviour at assembly best attendance.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child is sent to another class for either ten minutes to calm down, or until the end of a session (in which case work is supplied). The sanction of sending to a Senior Leader and ultimately the Head teacher is also operated depending on the nature of the behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the child has consequences. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

All classes take part in circle time led either by the Learning Mentor or the class teacher. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Our school has an agreed table of consequences which applies throughout the school.

**Consequences for curricular time incidents**

Physical aggression	Removal from classroom Time out of classroom Report to S.L.T. and parents
Disruptive behaviour  Stopping the teaching and learning in the classroom	Classroom management - report to S.L.T. and parents
Disruptive behaviour which stops the child and peers from learning	Accompanied to complete work in The Quiet Room
Inappropriate use of language to peers (This includes racist remarks which must be reported to S.L.T)	Classroom management by teacher

**Consequences for non-curriculum incidents**

Fighting Throwing a punch(even in retaliation) Kicking Holding another child down 'Flooring'	<u>2 days</u> No playtime or lunchtime play Parents informed
Rough Play - including Shoulder barging, jumping on shoulders, head locks, kicking, tripping up, poor tackling in games, inappropriate use of equipment (skipping ropes, hoops,games poles)	<u>1 day</u> No playtime or lunchtime play Parents informed
Inappropriate use of language- including racist remarks	<u>1 day</u> No playtime or lunchtime play Parents informed

**Time out in 'The Quiet Room'**

If it has been decided that a child needs to spend time as a cooling off period; to calm down or to spend learning time out of their usual classroom, then they will be relocated to the Quiet Room, accompanied by a member of staff. They may be set curriculum work which can be completed under supervision in a one: one situation

## **Restrictive Physical Intervention Policy (Team Teach Approach)**

This policy incorporates the Royal College of Nursing Guidance (2014) Positive and Proactive Care; Salford's Safeguarding Children's Board Managing Challenging Behaviour Policy (2014) and the DFE policy 'Use of Reasonable Force (July 2013) It supports the school statement of intent that we strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally to their full potential and in which pupils and staff feel safe, secure and valued.

### **Rationale**

The school acknowledges that our pupils may from time to time exhibit challenging behaviours that vary both in intensity, frequency or duration.

Challenging behaviour is defined as;

"Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of common facilities" (Emerson, 1987)

In developing appropriate behaviour in our pupils, the school promotes the use of a range of techniques. It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force (see Section 550A of the Education 1996 and July 2002 Guidance on the Use of Restrictive Physical Interventions) to ensure his/ her and others' physical wellbeing.

It is crucial to the successful management of these behaviours that staff work closely with parents/ carers, other interested parties and the pupils themselves to ensure a consistent approach to behaviour management is implemented. This actively develops each pupil's own ability to take responsibility for and control of his / her own behaviour. The approach used draws from school's own experience of "best practice "combined with the principles and practices of Team Teach and the Department for Education 'Use of Reasonable Force' guidance July 2013.

Team Teach is a structured, non-violent, staff development programme that promotes techniques that are effective in the de-escalation and the management of anger and aggression, utilising therapeutic, educational awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and

infrequent side effect of ensuring that the service user remains safe. (George Matthews Director of Team Teach).

#### **Aim**

The aim of the policy is to ensure a consistent approach to supporting pupils in modifying their own behaviour.

#### **Objectives**

The objectives of the policy are to;

- promote a shared understanding of what constitutes good practice in responding to behaviour difficulties;
- promote the highest possible standard of pupil behaviour
- ensure staff use consistent approaches which encourage pupils to develop their ability to manage their own behaviour, using Behaviour Support Plans that are regularly reviewed.
- ensure that reinforcement of appropriate behaviour supports learning;
- provide a clear overview of the school's approach to the physical management of pupils;
- reassure young people and their families that the school is well informed regarding good practice with regard to the use of restrictive physical intervention;
- ensure that when, as a demonstrable last resort, such interventions are required, that they are used and recorded in a transparent , legally valid and ethically stringent manner
- continuously address and review all risks associated with the use of restrictive physical in interventions
- highlight the training needs of staff in the use of restrictive physical intervention
- ensure that school has a clear protocol in place when the police are called to support the handling of any crisis and are mindful that this should only be done as a last resort.

#### **Philosophy**

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils in an atmosphere of mutual trust and respect. School is committed to supporting the young people to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being. (Every Child Matters 2003)

#### **Behavioural Management**

When a pupil is regularly displaying behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which

are part of everyday classroom management and organisation, the pupil will need a Behaviour Support Plan. It is expected that such behaviour will fall into one or more of the following categories:-

- Danger to self or others, either intentional or unintentional
- Behaviour preventing access to learning
- Disruptive behaviours in particular settings, making it unsafe for others
- High frequencies of unsafe behaviours
- Refusal to work/disruptive behaviours, but not a danger to others/self.

Behaviour Support Plans- a planned graduated approach to managing challenging behaviour

### **Active Strategies**

These are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations.

- Be aware of any warning signs that inappropriate behaviour may occur
- Divert and distract by adding another activity or topic
- Display calm body language
- Talk low, slow, quietly
- Continue to remind of appropriate behaviour
- Offer alternatives and options
- Offer clear choices
- Give clear instructions for pupils to stop
- Remind pupils about rules and likely outcomes
- Set clear enforcement limits
- Calmly repeat instructions
- Remove pupil from trigger or remove trigger
- Use safe defensive measures, guiding the pupil away if he is trying to make physical contact
- Ensure that colleagues know what is happening and get help

### **Reactive Interventions**

These are strategies that will be used if a pupil's behaviour escalates and could include;-

- Make the environment safe
- Move furniture
- Remove objects that can be used as weapons

- Guide assertively- hold or restrain if absolutely necessary
- Change member of staff as needed
- Planned ignoring
- Repeat instructions
- Remove pupil to a safe area
- Offer choices
- Allow pupil time to-process information, physically recover and talk about the incident.

The physical interventions that may be used with an individual pupil are listed within the Behaviour Support Plan.

Behaviour Support Plans are discussed with parents / carers at parent's evenings and Annual Review meetings and some strategies may require parental support, e.g. pupil being told that his/her parents will be called to take them home once their behaviour reaches an agreed level. Where a pupil's behaviour is considered to be unduly disruptive to others or causing distress to the pupil themselves, regular withdrawal or time out may be negotiated.

### **Risk Assessments**

Any pupil that requires a Behaviour Support Plan must also have a risk assessment which considers the identification of any activities or environments that are associated with risk, establish the likelihood of risk for an individual pupil or pupils, estimate the consequences of a negative outcome and take steps to avoid unreasonable risk. Risk assessment should contain all relevant information and be regularly reviewed. In order to preserve the dignity and promote positive community presence of pupils, staff must act to ensure that all reasonable measures are in place to reduce the risk of pupils.

### **The Restrictive Physical Management of Pupils**

The school ensures that the appropriate departments within Children's Services, parents/carers and pupils are made aware of the school's policy on restrictive physical management of pupils. This is discussed with parents/carers and potential pupils at interview where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's approaches, and should the physical management of a pupil be required, or if a child witnesses the restrictive physical management of another pupil, then the method used should not come as a shock to them.

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his/her actions to



such an extent that the behaviour meets the agreed criteria for the set procedures for a restrictive physical intervention to be implemented.

The use of restrictive physical interventions must take account of the pupil's own best interests, sensitivities and sensibilities, his/her own likely perceptions of situations, his/her emotional state and levels of understanding.

"Restrictive Physical Intervention" is defined, in accordance with Section 550A the application by a member of staff of a school of some degree of reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:-

- Committing an offence
- Causing personal injury to or damage to the property of, any person (including the pupil himself/herself)

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible.

Normally, only trained members of staff will carry out the restrictive physical management of pupils; however, there may be the necessity for an untrained member of staff to intervene on their own if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked will lead to it becoming dangerous to themselves or others. In these circumstances it could be reasonable to exercise a mild degree of restrictive physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed. Such use of force may include staff physically preventing a young person from running out onto a busy road.

School, in line with the requirements laid out in Salford's Safeguarding Children's Board's Policy on Managing Challenging Behaviour, maintains a register of young people whose behaviour support plans indicate that restrictive physical management may be used. This register is available for inspection by any regulatory body and can be scrutinised by governors at any time.

All incidents of restrictive physical intervention are recorded and monitored. The school keeps detailed, written reports of all incidents where any form of physical management is used. A short report will also be put on SIMS for each restrictive physical intervention incident, so that an annual report can be taken to the Challenging Behaviour Sub Group of Safeguarding Children's Board, and scrutinised by the Local Authority Designated Officer. The information contained on SIMS further forms a record maintained by the LADO. The LADO is responsible for investigating any safeguarding concerns relating to the use of restrictive physical intervention as outlined in Salford's Positive behaviour Support Policy 2011.

School will also provide an annual report which summarises the use of restrictive practices the techniques used and reasons why. This report will be published on the school's website annually and will be presented to governors at least once a year to review to allow them to review the incidences of restrictive practices, agree further training strategies for school staff, plans for reduction of restrictive practices and to monitor progress made.

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the safety of all. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Based on the principle of moving from least intrusive to more restrictive holding, interaction can be divided into three definable areas.

### **PHYSICAL CONTACT**

In school physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with the personal care of pupils. In addition, staff will also use positive touch to comfort pupils and as part of PSHE curriculum in order to teach appropriate ways of seeking attention.

### **PHYSICAL INTERVENTION**

This may be used to divert a pupil from a disruptive action, for example guiding or leading a pupil by the arm or shoulder with little or no force. The techniques implemented here will include "turn, gather, guide" and the friendly or small child hold. The important factor within these situations is the compliance of the pupil.

### **RESTRICTIVE PHYSICAL INTERVENTION**

The 'Use of Reasonable Force - Guidance Advice for Head Teachers, staff and Governing Bodies (DfE July 2013), stipulates that schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outburst.

This guidance states that all members of reasonable for school staff have a legal power to use reasonable force. Individual members of staff cannot be required or directed to use restrictive physical intervention, but all teaching and non-teaching staff have a duty of care towards the pupils, so the failure to intervene in the above circumstances could be viewed as negligence.

## **POST PHYSICAL INTERVENTION PROCEDURES**

As soon as is reasonably possible after an incident, staff need to fill out a 'Record of Use of Restrictive Physical Interventions' and the bound and the staff involved and passed on to the Deputy or Headteacher, who will complete the monitoring form attaché also support this process by undertaking regular audits of incidents and feeding back findings to the Head Teacher and Governing Body.

The record of the restrictive physical management of the young person will indicate:

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice
- The type of intervention employed
- The date and duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did , what action was taken
- The outcome of the debrief session.

Where possible, parents should be contacted by telephone as soon as possible after the incident, before confirming in writing.

The Head will ensure that each incident is reviewed and investigated further as required. This could include:-

- Review of Behaviour Support Plan
- Child Protection Procedure
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure

The member of staff will be informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from their union.

## **COMPLAINTS**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with by the Staff Disciplinary Procedures and Child Protection Procedures.

Evaluation - this policy shall be reviewed annually.

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the school and classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **The role of the head teacher**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions](http://www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions)

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought and then give written consent. The medicine will be kept in the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records more serious incidents of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: the Senior Lunchtime Supervisor keeps written records of misbehaviour at lunchtime.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **COVID-19 Appendix**

In light of the current changes in school due to Covid-19, there will be a need for children to behave differently, adhering to new rules and routines, whilst in school. Whilst expectations in our Behaviour Policy remain pertinent, there will be new expectations of behaviour and attitude for the safety of all pupils and staff in school.

Children will be expected to;

- adhere to the new routines for arriving and departing from school. Children will be expected to come into school through their designated gate independently (without their adult) and follow the teacher into school observing social distancing. Where children are upset or anxious leaving their adult, staff will try to support verbally but are unable to intervene to bring the child in to school. Children will need to line up using the markers on the playground to ensure social distancing. At home time, children will need to wait on the markers shown by staff until they are called to come forward and through the gate to their adult.
- wash and sanitise their hands every time they enter or leave the classroom, before they eat and at any other time deemed necessary by staff for children's own safety.
- remain in the class bubbles they have been allocated and within the learning environment designated. Children must not intentionally move into another environment (classroom/play area) and/or seek out children in another group. This includes at break times/lunchtimes when outside. These times have been staggered for all bubbles and separate playgrounds given for each bubble of children. We understand that it is difficult for children as



they may be grouped and kept apart from other peers but this is to ensure everyone's safety in school to reduce the risk of transmission.

- move around school sensibly as directed by staff
- to follow the 'catch it, bin it, kill it' infection control advice, meaning should they need to sneeze, cough, blow their nose - this is done in a tissue and disposed of in the pedal lidded bins in all areas. Tissues are readily available in all classrooms so these do not need to be brought into school. Children will be encouraged to avoid touching their mouth, nose and eyes as much as possible.
- only use the equipment they have been given and not share this with others. Provision has been put in place to ensure all children have their own set of essential school equipment (pen, pencil, glue stick, paintbrush, colours, iPad when used etc) and any other resources such as play resources in EYFS or sports equipment will be cleaned thoroughly after use.
- follow a 'one in, one out' policy for using the toilets, using the 'push light system'
- follow the reward and sanctions systems adopted in each bubble. These have been tailored for the specific age groups and remain in line with Government guidance and our Behaviour Policy.
- tell an adult (either in school or at home) if they are feeling unwell.
- **under no circumstances, deliberately cough or spit at or towards any other person**

Children who refuse to adhere to these safety measures will in the first instance be spoken to by staff and given a verbal warning, where the importance of these measures (why we are insisting on this behaviour) is explained to children in an age-appropriate way.

If a child continues to refuse to these safety measures, they may need to come out of their class and parents/carers will be informed. A discussion between parents/carers and the Senior Leadership Team in school, will then take place to assess the risk the child's behaviour poses to the health and safety of all pupils and staff. Dependant on the outcome of this assessment, further actions will be taken in line with our Behaviour Policy. In high risk situations, this may include the child being unable to return to school whilst these safety measures are in place.

### **Pupils with Special Educational Needs**

School recognises that children's range of experiences and differing levels of understanding during these unprecedented times may have an impact on their behaviour presentation upon return to school.

For some children, including those with attachment concerns, SEN and especially autism, the change in routine and lack of familiarity will require additional adjustment.

In these cases, the school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the triggers of the challenging response. As always, school will work closely with parents to implement supportive strategies, reasonable and managed adjustments to inform an appropriate response. If needed, school will seek external advice from other agencies as per our usual school SEN practice.

**Signed:**

**Date:**