Behaviour for Learning Policy

Date Reviewed:	July 2023
Review Frequency:	Every 3 years
Date of next review:	July 2026
Governor Signature:	

The Principles that underpin our Behaviour Policy are:

- Our school is a safe place where the adults are in charge.
- Everyone should be treated with positive unconditional regard.
- Every child should have a champion.
- We hold boundaries and love our pupils enough to say 'no'.
- We have high expectations and accept the responsibility to help each child achieve their academic potential.
- Investment in high quality pastoral support so we effectively work with our supporting partners and community.
- Supporting pupils to improve their behaviour is everyone's responsibility.

1. Introduction

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

It is a primary aim of our school that every pupil and adult feels valued and respected, and that relationships are positive. We know that pupils do best when they feel safe and when they have the nurture and structure they need to develop new skills and abilities.

We believe in **'Unconditional Positive Regard'** and we use our knowledge and understanding of the way children and young people develop a **neurobiological regulation system** in order to support them to develop their behaviour for learning.

We know that having **high expectations** of pupils and staff develops a sense of belonging and pride in our school and helps achieve the very best outcomes for pupils.

Our pupils at times, may be affected by other factors in their lives and we know that providing the very best pastoral support to pupils and early help to families where required can support pupils to overcome any barriers they may have to developing the very best behaviour at school and skills for the future.

Our staff understand that behaviour **is** communication and we invest time in tracking and observing pupils and behaviour in order to identify issues and patterns, responding swiftly as appropriate.

We aim to work in partnership with the whole community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom. To achieve high expectations it is important that pupils understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the school for the successful management of Behaviour for Learning.

This policy should be read in conjunction with our **Pastoral Strategy** (Appendix A), and our Safeguarding and Child Protection policy.

2. Aims

- To develop and sustain a positive culture in both learning and teaching
- To provide a welcoming, safe and secure teaching and learning environment that is both calm and orderly, for the whole school community
- To model and expect a set of preferred behaviours based on trust and mutual respect
- To support pupils in accepting responsibility of their own behaviour by developing their ability to regulate their emotions and reflect on their own actions
- To promote restorative approaches when any incidents of poor behaviour occur
- To provide opportunities for success which raise self-esteem and promote learning
- To build a supportive dialogue between pupils, staff and parents

3. Implementation, Monitoring and Review

- The area management group will ensure that this policy is reviewed and updated on a 3 year cycle or sooner if necessary
- The senior leadership team will support and implement this policy ensuring that all staff, pupils and parents have access to and understand it. The SLT will also produce data for scrutiny on behaviour, sanctions and fixed-term exclusions across the school and throughout the year
- Pastoral leads in each centre will be responsible for implementing and monitoring behaviour and recording incidents in order to note patterns and identify issues at the earliest opportunity
- All staff celebrate good and improving behaviours, and inappropriate behaviours are challenged with appropriate sanctions in place and more comprehensive plans should these be necessary
- All staff will respond calmly and consistently to any challenging behaviour and seek support from colleagues should this be required under our 'help protocol'

4. Core Expectations of all pupils; Our School Rules

Be Safe

(We must keep all the pupils, the adults and our school safe at all times)

Have a mind to be kind

(Everyone deserves to be treated respectfully and with kindness)

Always try your best

(This is how to get the very best out of your time with us)

You can show you are ready for learning by;

- Handing in phones or other devices
- Wearing a school uniform at all times
- Being in lessons and trying hard
- Handing in smoking materials (ideally, not bringing them, or anything prohibited) to school

The school also expects pupils to:

- Accept responsibility for their own actions and understand that sanctions are a natural consequence of inappropriate behaviours
- Accept responsibility for attendance and punctuality
- Develop autonomous learning
- Show respect and consideration for themselves and others

5. Core expectations of all staff

We will.....

- Believe in pupils, always
- Keep pupils safe
- Help pupils learn
- Listen to pupils
- Let pupils know when things are not ok and help them to find a better way
- Keep to a routine that everyone understands

The school also expects staff to:

- Set work that is interesting, relevant and appropriate to pupils' abilities
- Maintain high expectations of pupils
- Recognise and reward positive behaviour through verbal and written praise, certificates and celebrations with parents.
- Model appropriate behaviour
- Provide positive feedback about pupils' efforts and achievement
- Treat pupils with fairness and respect at all times
- Share achievements with parents and advise on next steps and emotional learning for pupils
- Share THRIVE targets and activities with pupils so they develop self-awareness of their social and emotional development
- Provide a creative curriculum provides a positive relational experience.

6. Working with parents and carers

The school expects parents and carers to:

- Support the SSPS policy on attendance and punctuality by notifying the school of any absences or lateness
- Support their children to be punctual and improve attendance
- Engage with the school to support their children to experience success and re-engage with learning
- Work pro-actively with other agencies supporting their child
- Notify the school of any factors which may affect the behaviour of their child
- Support their child by attending reviews, open days and other meetings
- Be aware of and support the SSPS Behaviour for Learning Policy

7. Barriers to learning

Some behaviours are not acceptable and require appropriate consequences to be put into place:

Examples of these behaviours are;
- Assault (*when a person inflicts violence on someone else, or makes them think they are going to be attacked. It does not have to involved physical violence*)
- Carrying weapons (*a thing designed or used for inflicting bodily harm or physical damage*)
- Deliberate damage or theft of property (*done consciously or intentionally*)
- Intending to smoke or vape in or around the building
- Distribution or selling of tobacco, vapes or alcohol
- Use or distribution of illegal and / or other mood changing drugs
- Leaving the school site (*truancy is defined as the action of staying away from school without good reason or an absence without permission*)
- Refusing the provision that is offered

- Dangerous and unsafe behaviours in a vehicle
- Actions which bring the school into disrepute (these can be outside of the school day)

8. Child on Child Abuse

This includes the following;
- Sexual harassment of any kind
- Prejudice or hate incident on grounds of race, age, gender, sexuality, disability or any other characteristic

SSPS follows all guidance as paid out on Keeping Children Safe in Education Part 5
Keeping children safe in education 2023 (publishing.service.gov.uk)

Our school is committed to meeting our responsibilities under the Equality Act 2010 that requires all schools to have due regard for the need to eliminate discrimination, foster good relations between pupils and advance equality of opportunity for all. This guidance for staff should be read in conjunction with our child protection and safeguarding policy, and our Equality Objectives.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' .
SSPS operates an Anti-Bullying Policy and actively participates in Anti Bullying Week each November.
Preventing bullying - GOV.UK (www.gov.uk)

Any abuse by pupils towards pupils will be taken seriously and reported to the DSL in the school as a safeguarding matter. We do not tolerate prejudice in our school and we uphold the highest standards of respect for others at all times. We will actively teach our pupils about diversity and the richness of our community, and we will ask colleagues in other agencies to support us with this where necessary.

8.1 Managing allegations against pupils

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a safeguarding concern and passed to the designated safeguarding lead immediately.
If school staff feel that an offence may have been committed they should seek assistance from the DSL who will seek advice from the police.
If a bullying concern is identified, parents will always be informed and staff will record the incident using MyConcern and report to the DSL as necessary.
Pupils who are being bullied may show changes in behaviour, appearance or attendance. There may be evidence of changes in work patterns, lacking

concentration or truanting. All staff will be vigilant to any changes and report this if they have any concerns.

Any allegations may be monitored over time and any patterns will be identified. Key staff will be made aware of any issues so that appropriate adjustments can be made in order to protect pupils further.

8.2 Sexual Violence, harassment and sexually harmful behaviour

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Any allegations of sexually harmful behaviours, either in person or online, should be reported to the DSL as a safeguarding and welfare concern. The DSL will assess the concern and pass on to statutory services if there is evidence of significant harm or a criminal offence has been committed.

A sexual harmful behaviour risk assessment may be completed and an action plan put into place. We will use the following guidance and tools when working with sexually harmful behaviour and consult specialist services as necessary. Please also see our safeguarding and child protection policy.

All Pastoral Leads are trained in the use of the Brook Traffic Light Tool

8.3 Racist incidents

All incidents of racist abuse towards pupils or staff will also be reported to the DSL and the LA. The police may be contacted and or other organisations may be asked to support with any particular issues regarding racism in our school.

8.4 Support

Pupils who have been bullied by a peer will be offered:

- an immediate opportunity to discuss the experience with their personal tutor or member of staff of their choice
- reassurance that the matter will be dealt with and taken seriously
- support from key staff to regain confidence and self-esteem

Pupils who have bullied a peer will be offered:

- an immediate opportunity to discuss the experience with their personal tutor or member of staff of their choice
- dedicated time to reflect on choices made and ways to repair relationships with others
- restorative approaches as necessary
- access to further support, guidance and specific teaching as necessary and/or referral to other agencies

The following disciplinary steps can be taken:

- change of teaching venue
- fixed-term exclusion
- change of placement/ package review

Within the curriculum all teaching staff will raise the awareness of the nature of bullying through inclusion in PSHE, tutorial time and subject areas. Online safety will be covered on a regular basis during discrete and integrated teaching sessions.

8.5 Beyond the school gate

Our school will also consider whether or not to apply sanctions where a child is found to have, or is reported to have engaged in poor behaviour outside of school. We will liaise with our multi-agency colleagues at the earliest opportunity in order to reduce anti-social behaviour and be an active part of the approaches by the police and others to support the development of positive behaviour in the community.

9. Training and CPD

Our school delivers regular CPD for staff in supporting positive behaviour and understanding the context of behaviours and emotional learning.

Many SSPS staff are 'Team Teach' trained which focuses on de-escalation, however where pupils present a danger to the building, themselves or other members of the school community safe restraint may be used in exceptional circumstances. Please see our safe touch and RPI policy for more information.

10. The Thrive Approach

We use the THRIVE approach in our school and this enables us to assess, plan for and develop the emotional skills of our children and young people. This approach requires us to use the PLACE qualities (Dan Hughes) which enable us to show a playful, loving, accepting, curious and empathic response to pupils.
We also employ the vital relational functions as described by THRIVE in order to support pupils at school (Attunement, Validation, containment, calm and soothe) This helps to de-escalate stressful situations for pupils and gives our staff a clear framework to use.
These concepts are shared with staff at regular meetings and modelled by trained Thrive Practitioners.
SSPS also provides Thrive Practitioner support and Thrive action plans for our partner schools, through our commissioned Outreach and Capacity Building team. They provide schools with access to specialist social and emotional support.

11. Sanctions and Rewards

In line with our pastoral strategy, we employ rewards and sanctions in our school and pupils, parents and staff are consulted on these on a regular basis.

11.1 Rewards

When pupils consistently meet expectations they are rewarded through a point system. Daily enrichment is planned and delivered on a regular basis when pupils meet our core expectations. This supports staff and pupils to develop positive relationships and model appropriate social behaviours through enrichment activities. Each pupil can earn points throughout the day to earn an enrichment activity, this information is shared with parents weekly. This system is wholly positive and points cannot be removed or revoked. The reward for all pupils is positive adult attention.

We do not reward pupils with material, monetary rewards or food. We know that emotional skills are best developed in relational activities and these are planned to meet the needs of pupils and build positive relationships.

11.2 Response and Sanctions

Some behaviours are not acceptable at SSPS and require appropriate consequences to be put into place.

Model, Correct, Repair	Natural Consequence	Significant and Serious
We accept our pupils are placed at SSPS because they struggle to regulate their own behaviours, All staff, every day, model appropriate social behaviours and language, correct and challenge kindly and work to repair relationships every day. Pupils earn points that allow them to access enrichment activity with staff, creating a positive relational cycle.	Some behaviours require a sanction to be implemented in order to teach pupils that there are consequences to actions. This is a 'ladder of consequences' (Bill Rogers / Thrive Approach in AP) Consequence is managed and implemented by the Pastoral Lead and Lead Teacher / SLT on each site.	A few behaviours require a senior leader to intervene. Sometimes these result in exclusions. All require a parental meeting with a member of SLT

We expect all pupils to engage in the **'Time in to Think'** process when enrichment activity is not earnt on any particular day. The purpose of this is to provide and opportunity for reflection and planning in order to prevent recurrence.

If there are ongoing incidents that cause concern and / or result in Natural Consequences, we will provide additional pastoral support in order to make further provision to meet the needs of the child.

Individual safety plans or positive handling plans may be written in line with the needs of the child in order to outline specific planned interventions and strategies to support the child.

11.3 Serious or criminal behaviour

In extreme circumstances, or after the SEMH step-up tool has been followed we may use a fixed-term exclusion or change of package to support a pupil.

Any other serious or criminal incident involving drugs, weapons, damage, assault or any other criminal activity or that which seriously jeopardises the health and safety of students and staff will be dealt with seriously and swiftly. All such incidents will be referred to the Headteacher as soon as possible and the AMG will be informed if this is appropriate.

12. Searching and Confiscation

Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

All staff will ask pupils on entry to hand personal belongings in. Pupils may be asked to comply with a bag search and to turn out their pockets at any time. All pupils must hand in phones, mobile devices and smoking materials and vapes.

Confiscated items that are dangerous or illegal will not be returned to the pupil.

SSPS has a 'wand' that can be used if pupils do not hand these materials in and trust is broken.

13. Restraint and physical intervention

In extreme circumstances, it may be necessary for a member of staff to physically intervene during an incident in order to keep pupils and staff safe, prevent a criminal offence from being committed, or to prevent damage to property or harm to self or others.

Only staff who are 'Team Teach' trained should intervene physically and the legal test of 'reasonable, proportionate and necessary' is considered should physical intervention be required.

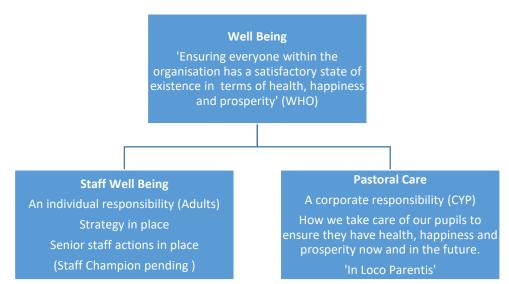Please see Safe Touch and Restrictive Physical Intervention Policy

The Pastoral Strategy

Guidance for All Staff

What do we mean by 'Pastoral Care'

1. Context

<table>
<tr>
<td colspan="2" align="center">Well Being
'Ensuring everyone within the organisation has a satisfactory state of existence in terms of health, happiness and prosperity' (WHO)</td>
</tr>
<tr>
<td align="center">Staff Well Being
An individual responsibility (Adults)
Strategy in place
Senior staff actions in place
(Staff Champion pending)</td>
<td align="center">Pastoral Care
A corporate responsibility (CYP)
How we take care of our pupils to ensure they have health, happiness and prosperity now and in the future.
'In Loco Parentis'</td>
</tr>
</table>

Entitlement Our Core Offer	A place to go to school	PEVP- In place
	Positive unconditional regard	Staff CoC- In place
	A 'Thrive' led culture	
	Clear expectations	Ongoing monitoring
	Consistent application of rewards and sanctions	
	Induction	Pathway Docs- In place
	An Academic Mentor	
	Excellent and personalised Teaching and Learning	
	A planned and supported exit	

The **impact** of our core provision is measured by:

Headline	Attendance	Thrive	Academic		Next Steps	
Target	Whole School - 65% 100% of pupils make progress from baseline.	100% of pupils assessed make progress	100% of pupils make progress from baseline, assessed on entry to the PRU (all)	90% achieve targets set by baseline and 60% achieve challenge targets (triangulated with prior	0 NEET	100% of pupils who move on remain in their new placement (min- one school term)

				achievement data) (Yr11)		

Where at least 3 out of 4 (or 2 out of 3 for Part Time AP pupils) of these do not show improvement additional services such as:

- Early Help Assessment
- Referral to additional services
- Further therapeutic interventions in or out of school (tracked via the pathway and funded via mainstream schools or SEND)

…can be employed when a pupil does not show improvement when all core provision is in place.

The **impact** of this additional provision is measured using the same progress measures.

2. Creating A Quality Nurture Environment:

Our 'Nurture / Structure' balance, supports consistent interactions from adults across the school and is based on the principles of 'Model, Correct, Repair'

Lane 1 - Paved
ASSERTIVE CARE
Non-negotiable rules

Lane 2 - Paved
SUPPORTIVE CARE
Negotiable rules

Lane 1 - on the shoulder
CONDITIONAL CARE
Criticism

Lane 2 - on the shoulder
OVERINDULGENT CARE
Marshmallow

Lane 1 - in the ditch
ABUSE
Rigidity

Lane 2 - in the ditch
NEGLECT
Abandonment

SSPS is a quality nurture provision, it is a safe place where the adults are in charge.

We understand the benefits of consistent routines and the role they play in maintaining relationships when children and young people's behaviours become challenging. This allows

all staff to model unconditional positive regard for every pupils and to provide high quality pastoral care that supports every individual to achieve their potential.

Current successes include a successful SLCN strategy in the academic year 20/12 and achievement of the Thrive Ambassador Award for Environment in the academic year 21/22.

3. Our Core Expectations

Be Safe

(We must keep all the pupils, the adults and our school safe at all times)

Have a mind to be kind

(Everyone deserves to be treated respectfully and with kindness)

Always try your best

(This is how to get the very best out of your time with us)

You can show you are ready for learning by

Handing in phones or other devices

Wearing a school uniform at all times

Being in lessons and trying hard

Handing in any smoking materials

4. Core expectations of all staff

We will…..

Believe in you

Keep you safe

Help you learn

Listen to you

Let you know when things are not ok and help you to find a better way

Keep to a routine that everyone understands

5. Rewards and Sanctions; feedback from our pupils

What happens when you get it right?

When you get things right, you said you wanted us to

Tell others and share success (postcards and certificates)

Tell you and help you feel proud of your learning

Plan fun things for you to do

*PLEASE NOTE THAT FOOD AND DRINK ARE <u>NOT</u> TO BE USED AS REWARDS (THIS INCLUDES MEALS AND TRIPS OUT TO FOOD ESTABLISHMENTS) WE FEED PUPILS HEALTHY FOOD AND DRINK AT SCHOOL EVERY DAY AS PART OF THEIR ENTITLEMENT

What happens when you get it wrong?

When you get things wrong, you said you wanted us to

Listen to you and give you a chance to calm down if things are difficult

Keep you safe

Try to understand what has happened

Be fair and consistent when consequences have to be put into place

6. Our Rewards

In our school we operate a positive reward system by using points in lessons and at break and other times. The pastoral lead will be responsible for ensuring that they are counted every day and pupils who have earnt enrichment opportunities access appropriate activity.

Pupils earn points every lesson based on these objectives

- I came in on time and ready to learn
- I treated everyone with respect
- I did my work and tried my best

If a pupil achieves the objective, they are awarded a tick. If they found this difficult, they are given a dot. If they **'turned it around'** this symbol is used.

In this way we will show pupils that their <u>effort is rewarded.</u>

Pupils can earn daily enrichment activity. These are agreed and implemented by individual centres, in consultation with the pupils attending, and reflect the age and needs of the pupils.

This system will be monitored by:

- Student and parent feedback (termly)
- SIMS data
- Learning walks in each centre
- Appraisal target tracking for pastoral leaders

Where a pupil does not earn their points for a given day, pupils complete a 'Time in to Think' activity coupled, if necessary, with a natural consequence and then 'start again' the next day.

7. Natural Consequences (Sanctions)

We will record specific incidents, using SIMS, where behaviours breach our core expectations and have an impact on learning or affect another person or property and result in aNAtural Consequence being applied.

This includes the following:

- Deliberate damage or theft of property *(done consciously or intentionally)*
- Intending to smoke or vape in or around the building
- Distribution or selling of tobacco, vapes or alcohol
- Leaving the school site *(truancy is defined as the action of staying away from school without good reason or an absence without permission)*
- Refusing the provision that is offered
- Dangerous and unsafe behaviours in a vehicle
- Actions which bring the school into disrepute (these can be outside of the school day)

Any incident meeting the criteria above will be recorded on an individual incident log in SIMS and the Natural Consequence applied. The 'step-up tool' will be used if a pattern of issues is identified.

<u>'Walk to….'</u>

We will actively teach pupils to **'walk to…..'** as a key strategy in order to support pupils to avoid confrontation or an escalation of events. There is a space in each centre allocated for this purpose and staff will agree with all students how they wish to use this opportunity and record this on the passport document if required.

<u>'Time in to think…'</u>

All pupils deserve the time with staff to **'think about what has happened…'** when things have gone wrong and reflect on how things could be different and what support they might need.

This happens whenever points are not earnt with the pastoral lead in each centre. Both the student and staff member will discuss any incidents and be able to plan how to make things better.

This could also lead to strategy changes with staff and support for parents and should be recorded on a pupil's pathway

8. Additional Pastoral Support

Other actions that Pastoral Leads can use include;:

- Review of support plans (ISP,PHP) Every pupil who displays **unsafe and/or self-harm** behaviours will need an ISP.
- Curriculum delivery (to target local issues)
- Referral from pastoral lead to SENCo for additional SEND support and / or investigation
- Referral to support services
- Team around the child meeting (s) and or-referral to CSC
- SLT meeting with parents and schedule of expectations (with review period)
- Police involvement
- Placement review meeting

9. Charging and remissions

BREAKAGES AND REPLACEMENTS

Deliberate damage or theft of property *(done consciously or intentionally)* will result in a natural consequence at SSPS.

We charge for breakages and replacements as a result of damages caused wilfully or negligently. We inform parents/carers that such damages will result in appropriate consequences which may include re-education, (possibly via an outside agency) and referral to the police.

10. Monitoring

The senior leadership team will monitor the delivery of this strategy throughout the year and there will be regular opportunities for pastoral leads to consider the effectiveness of this.

Data-

Daily- PL's should record whether a pupil has achieved their enrichment activity. A report is pulled and scrutinised every 2 weeks to look for patterns and, where necessary, ensure additional support is in accessed.

Weekly- where pupils have earnt enrichment every day, a phone call and / or a postcard is sent to parents congratulating the pupil on their behavioural achievements.

Data relating to the implementation of this strategy will be shared with the AMG at regular intervals for further scrutiny and comment.

Our Reward System; Points

Every day, except those where pupils engage in Outdoor Thrive, is split into periods

Arrival – Including uniform	1 / ½ / 0 I handed in all banned items and am wearing correct uniform
Breakfast	1 / ½ / 0
Period 1	1 / ½ / 0
Period 2	1 / ½ / 0
Break	1 / ½ / 0
Period 3	1 / ½ / 0
Period 4	1 / ½ / 0
Lunch	1 / ½ / 0
Period 5	1 / ½ / 0

Pupils must achieve at least 6 / 9 points to earn the enrichment activity at the end of each day.

A visual record is on display in each Centre to help pupils see how their day is progressing and how close they are to achieving points.

This is a wholly positive system and, once earnt, enrichment cannot be taken away from a pupil.

At the end of the day at the Centre de briefing, staff record whether or not a pupil has achieved their points for the day.

The system resets every day, allowing every pupil a fresh start every day.

Action: each Centre to create visual display of daily points. Robust, easily fixed if pupils destroy and able to reset every day.

Behaviour for Learning Policy Annex - Covid 19

This appendix is intended to provide additional information and guidance in order to effectively support positive behaviour during the COVID-19 pandemic.

As an SEMH setting, we know that positive relationships are key to supporting pupils to develop positive behaviour for learning. All staff, pupils and families will be required to support social distancing and appropriate behaviour at school during this period.

We know that our pupils will need extra reassurance and support with their emotional wellbeing during this time and we will offer specific activities to address this.

We have been in regular contact with families during this period and our staff know our pupil needs well. Where any pupil is anxious or distressed in or out of school, we will offer pastoral support as per our usual practice.

The school will follow all Government guidance in order to ensure that the school environment enables effective social distancing for children and staff. If a pupil requires visual aids or other adaptations in order to understand this, it will be provided.

Handwashing

We expect all pupils to wash their hands on arrival on the school site. Pupils will be asked to wash their hands throughout the day. Refusal to do so will result in the pupil not being able to enter the site.

Where Hand Sanitiser is used, it will be dispensed by a member of staff.

Any over enthusiastic or misuse of this PPE (Personal Protective Equipment) will be challenged robustly and, if continued, the pupil will be subject to additional support and ISP to appropriately manage their reaction to this change.

Physical contact

During this time no physical contact with pupils is permitted unless they are injured or unwell.

If a pupil behaves in a way that increases infection risk, they will be robustly challenged. Continued behaviour will result in a risk assessment being undertaken based on what is required to support the pupil's compliance. We adapt ISP and / or PHP for any pupil who requires it.

We will ask any child who spits or who otherwise deliberately endangers the health and safety of pupils and staff, either to be collected or to leave the site immediately. A risk assessment will be undertaken.

Disruptive behaviour

Our school environment has been adapted to ensure that we have maximised safety for staff and pupils.

If a pupil is disruptive and causes damage or disrupts other teaching groups, this will be challenged and the pupil will either need to be collected or asked to leave the site immediately.

All pupils will be expected to meet requirements in terms of entrance and exit arrangements, and the use of classrooms and resources.

Outside of School

There is additional risk to all users of our sites from pupils not keeping within the limits of social distancing when not at school. We will continue to seek re-assurance from parents that they are adhering to social distancing. We ask all parents are requested to notify us of any breaches so that we can assess the subsequent risk for the other pupils and staff on site.