

# MLT Behaviour for Learning Policy (Primary) – Covid Update

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Reviewed by: Executive Principal (Primary)  
Approved by: CEO

## INTRODUCTION

Within the Maltby Learning Trust (MLT), we expect all members of our learning communities to conduct themselves with the highest standards of behaviour, however we understand that sometimes certain individuals may not reach the standards which we would want them to. This policy outlines the basic principles of behaviour we expect in the Trust and outlines the rewards available for those who meet the expectations and the sanctions which will be applied to those who fall short. More specific behaviours such as bullying and racism are covered in separate policies, but the sanctions applied may fall within the measures outlined here.

**Covid-19** - This policy has been updated to respond to the unique circumstances of the Covid-19 outbreak. Any additions which pertain specifically to this period, or subsequent periods of restriction are marked as such. All additions have taken account of government guidance such as '*Guidance for Full Opening*' and '*Guidance for Schools: Coronavirus*' (DfE 2020).

## MALTBY LEARNING TRUST PRINCIPLES

- Excellence as standard. Everyone strives to reach their potential and achieve the highest standards possible, enabling them to contribute effectively to society as responsible citizens who value learning and secure a positive progression route through relevant education or training to fulfill their career ambitions.
- Providing outstanding provision. Secure outstanding teaching and learning through a curriculum which meets every young persons' individual learning and developmental needs.
- Developing a moral compass. Everyone appreciates a range of different viewpoints, values and cultures in order to provide a context for their own moral compass, developing in the process, respect for diversity and an understanding of their obligations and responsibilities to others, as well as understanding their own rights as individuals.
- Securing high expectations and ambition. Ensure all are ambitious and focused on achieving the very best for themselves and others, and recognise that underperformance is challenged through support and personal development.
- Taking responsibility. Develop a culture in which all recognise that success depends upon personal responsibility as well as the support and challenge of others.
- At the heart of the community. Build strong, sustainable links with the local community including representative groups, other Academies, the LA, health, voluntary sector, faith groups and employers to embed ambition, raise aspirations and enrich the learning experience on offer.
- Focus on success, for today and the future. Embed a culture of high aspirations so that all members are aware of, and seek opportunities allowing them to develop the confidence, resilience, creativity and enquiring mind required to be successful now and in the future.
- Maintaining healthy lifestyles. Equip everyone with the knowledge and skills to maintain both physical and mental wellbeing for themselves and their families.

## POLICY AIMS

- To ensure that all members of the Academy community clearly understand what is expected of them.
- To foster a climate of mutual respect and personal responsibility.

- To set high expectations for the level of behaviour children are asked to display.
- To set clearly understandable hierarchies of rewards and sanctions to encourage positive behaviour.
- To ensure that rules, rewards and sanctions are applied equally.
- To ensure that children understand that they are accountable for their actions.
- To ensure that all children in MLT Academies behave to the highest individual standards possible.
- **Covid-19** - To ensure that staff, pupils and parents have the upmost confidence in the academy's ability to keep them and their children safe at times of coronavirus outbreak

## POLICY OBJECTIVES

- To create a safe, happy and positive environment which enables children to be a happy, sociable part of the community.
- To maintain purposeful and positive teaching and learning environment.
- To produce clarity of expectation and consequences.
- To ensure children and young people are self-aware of their responsibilities.
- **Covid-19** - To ensure the health and safety of all school stakeholders is safeguarded during periods of Covid-19 restriction

## 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 also meets the following guidance/legislation:

- 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.
- Special educational needs and disability (SEND) code of practice.

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

## SCOPE OF THE POLICY

This policy applies to all children taught within the MLT Primary Academies and will be applied fairly without discrimination to pupils. The Trust applies this policy to any situation where a pupil is:

- Taking part in any Academy-organised or Academy-related activity

- Travelling to or from the Academy
- Wearing Academy uniform
- In some other way, identifiable as a pupil at the Academy.
- **Covid-19** - Undertaking remote learning whilst in Covid-19 restricted period

or at any time, whether or not the conditions above apply, that a pupil's behaviour:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Academy.

This is in line with DfE guidance '*Behaviour and discipline in Academies: Advice for headteachers and Academy staff*' (DfE - January's 2016).

## POLICY RATIONALE

In the Maltby Learning Trust, discipline is recognised to be a collective responsibility between parents, staff, Governors, children and other agencies involved with the Academies. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. Each Academy will determine a specific reward and sanction system within the framework defined by this policy. This is outlined in appendix 2.

The intention of this policy is to support learners in developing good behaviour and an understanding of why it is important. It intends to ensure that children who maintain the high standards which are expected of them are rewarded, and that those who fail to maintain those standards are subject to sanctions designed to encourage them to demonstrate better behaviour.

**Covid-19** – It will be extended during periods of Covid-19 restriction to ensure that all children, parents and staff have confidence in the measures put in place in each Academy to maintain the safety and wellbeing of all stakeholders. This includes providing the ability for leaders and staff to adjust provision and the measures in place in a dynamic manner and enforce these with children once they are understood.

## DEFINITIONS

In MLT Academies, pupils are expected to display positive behaviour at all times. We define positive behaviour through our in-school rewards and statements (see appendix 2). However, all schools see positive behaviour as that which enables and enhances the learning and enjoyment of others. Negative behaviours are defined below:

**Low level behaviour** is defined as:

- Disruptive or distracting behaviour in lessons, at transition times, and /or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- **Covid-19** – Failure to follow social distancing guidelines in a minor sense, for example walking the wrong way down a corridor or using the wrong gate.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules over a short or longer time period
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- **Covid-19** - Deliberate use of Covid-19 as a threat
- **Covid-19** - Repeated deliberate failure adhere to the measures in place to safeguard stakeholders including failure to follow reasonable instruction
- **Covid-19** – Deliberate use of bodily fluids, for example spitting, to assault another child, adult or member of the school community

## BULLYING

**Bullying** is defined in '*Preventing and Tackling Bullying: Advice for headteachers and school staff*' (DfE - July 2017), as '*behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*' This includes where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the MLT approach to preventing and addressing bullying are set out in the anti-bullying policy.

## ROLES AND RESPONSIBILITIES

### PUPILS

Pupils are expected to show high standards of behaviour at all times. They will be taught to have high expectations of their own and others' behaviour and to take responsibility for their actions. As a Trust, we aim to foster resilience and self-reliance within our children to ensure they develop a strong moral compass. Because of this, we have clear guidelines and high expectations of our children which build as the children grow older and more mature.

**Covid-19** – All pupils, including the youngest pupils, are expected to understand that the Covid-19 outbreak is important. It is therefore an expectation that all pupils will show age-appropriate sense of responsibility in following the guidelines set out by the school.

### PARENTS

By sending their children to a Maltby Learning Trust Academy, parents show that they have accepted the behaviour structures of that Academy. Parents are expected to support the Academy in upholding good behaviour and high expectations and, if they do disagree with the way in which the policy has been implemented, to follow the correct procedures to have their views considered (see separate MLT Complaints Policy and Procedures).

Parents will be given the behaviour policy regularly in the form of either the home-Academy agreement or information leaflets. This will be issued on their child's admission to the Academy and re-issued whenever the policy is updated. Staff welcome early contact if parents have a concern about their child's behaviour, or fear that they are being upset by others. If parents and Academy work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

#### Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all Academy activities.
- By supporting the Academy in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Golden Rules - Appendix 3)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at the Academy and avoiding unnecessary pupil absence.

- By adhering to the Home-Academy Agreement, which details the agreed responsibilities of parents, pupils and teachers. (See Appendix 6 - Home-Academy Agreement)
- Parents have a clear role in making sure their child is well behaved in the Academy. If they do not, the Academy or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- We value our partnership with parents/carers and encourage involvement in all aspects of Academy life including discipline and behaviour.
- **Covid-19** – By explaining to their children the importance of following the guidance and rules put in place for their protection and making sure they themselves follow the guidelines and set a positive example

#### **We aim to:**

- Welcome parents into Trust Academies and make them feel valued.
- Clearly define the role of parents in the Academy, matching interests and skills to activities.
- Develop good communication between parents and Academies.
- Listen to parents' views and opinions when applying the Academy behaviour policy
- **Covid-19** – Work with parents to ensure the measures in place within school are reasonable, proportionate and ensure the safety of all stakeholders

## TEACHERS

It is the responsibility of the teacher to ensure that the Academy rules are enforced, and that their classes behave in a responsible manner.

The teachers in our Academies have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. Teachers treat each child fairly and enforce this policy consistently.

The teacher treats all children in their class with respect and understanding.

It is the responsibility of the teacher to record significant incidents of inappropriate behaviour, using the Academy's recording system which may be based on SIMs, CPOMS or paper based (see appendix 7) and pass them to the Pastoral Team.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as associate professionals.

Teachers can discipline pupils at any time that they are in the Academy or elsewhere under the charge of a teacher, including on Academy visits.

Teachers can also discipline pupils for misbehaviour outside the Academy.

Teachers have a specific legal power to impose detention outside Academy hours, however within the MLT this is considered an inappropriate sanction for the primary phase.

Teachers can confiscate pupils' property provided it is returned at the end of a day.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

**Covid-19** – The teacher or lead member of staff will provide clear information to pupils about the measures in place and ensure they understand how the behaviour policy will be used to enforce them.

## ASSOCIATE PROFESSIONALS

It is the responsibility of all staff to ensure that Academy rules are enforced, and that their group behaves in a responsible manner during lesson time.

The staff at our Academies have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All associate professionals treat each child fairly and enforces the 'Code of Conduct' consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the teacher.

## PRINCIPAL

It is the role of the Principal, under the Academy Standards and Framework Act 1998, to implement the Academy's Behaviour Policy consistently, fairly and without prejudice throughout the Academy, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all the children and staff in the Academy.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. They also monitor the frequency and consistency of application of the policy to ensure it is applied fairly across the Academy. This will also ensure that the pupils are safeguarded by setting clear guidance and expectations for all. The Principal has access to records of all reported incidents of misbehaviour through the Academy's recording system (See appendix 7).

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious breaches of the expectations outlined in this policy. For repeated, or very serious, breaches of the policy, the Principal may permanently exclude a child. Both these actions are only taken after other options have been explored and/or exhausted and Executive Leaders have been notified.

**Covid-19** – The Principal will monitor the implementation of the measures within this policy during Covid-19 outbreaks to ensure they are implemented in line with the principles outlined above and are fair and proportionate.

The Principal must publish the Academy behaviour policy on the Academy website.

## LOCAL GOVERNANCE COMMITTEE

The Local Governance Committee will be responsible for working with the Principal to ensure that the behaviour policy is applied positively and that behaviour is at least good. The Local Governance Committee will, in consultation with the Principal, apply the Academy's behaviour policy in a fair but firm manner to address:

- Any unacceptable behaviour when the child is:
  - Taking part in any Academy-organised or Academy-related activity
  - Travelling to or from the Academy
  - Wearing Academy uniform
  - In some other way identifiable as a pupil at the Academy.
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the Academy
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the Academy.



- **Covid-19** – Any behaviour which could endanger the child or other children or staff as a result of not following the school's Covid-19 guidance.

## TRUST BOARD

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 a Trust/Academy.

Section 88(2) of the EIA requires the Governing Body (and therefore the Trust board as the legally responsible body) to:

- Make, and from time to time review, a written statement of general principles to guide the Principals in determining measures to promote good behaviour and discipline amongst pupils;
- Notify the Principal and give him or her related guidance if the Board wants the Trust's behaviour policy to include particular measures or address particular issues.
- Before making their statement of principles, consult (in whatever manner they think appropriate) the Principals, Academy staff, parents and pupils.
- Notify the Principals that the following should be covered in the Academy behaviour policy:
  - Screening and searching pupils (including identifying in the Academy rules items which are banned, and which may be searched for);
  - The power to use reasonable force or make other physical contact;
  - The power to discipline beyond the Academy premises gate;
  - Pastoral care for Academy staff accused of misconduct;
  - When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

In providing guidance to the Principal, the Board must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of the Academy.

## IMPLEMENTATION

At Maltby Learning Trust Academies we aim to provide a positive, safe learning environment in which students can thrive and develop into balanced, motivated individuals and effective learners. Central to this is the provision of a structured, positive learning environment, built on strong values of high expectations of behaviour, respect and self-discipline.

Integral to this is the understanding that the quality of learning experiences in the classroom have a direct impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. External influences on children must be taken into account but not used as a reason to compromise the high expectations of the Academy – however, every child must be seen as an individual and a 'one-size-fits-all' approach to the implementation of the policy avoided. The development of good relationships with parents will assist in Academies building of support for children and their individual needs into the implementation of the policy.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. (See Appendix 2)

**Covid-19** – In times of Covid-19 restriction, the normal flexibility the Academy possesses to meet individual need is substantially reduced as the need to protect all members of the school community is paramount. In these cases, principals are expected to apply this policy strictly, with due consideration of the Equality Act 2010, in order to make sure that any risk to the school community is managed effectively. This means that the policy will be applied if any child deliberately fails to follow the school guidelines. The vast majority children are able to form an age-appropriate understanding of the importance of the measures in place and have a responsibility to follow them.

**IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.**

## EXPECTATIONS

MLT Academies have clearly defined expectations of pupil conduct. These are a combination of explicit expectations in different areas – such as behaviour on the stairs, uniform expectations etc and principles, such as ‘we respect each other’. All Maltby Learning Trust Academies have clearly defined principles of behaviour and expectations on view to the public and students. The principles and expectations for our Academy are outlined in appendix 1 and appendix 2 (during Covid-19 restrictions see also appendix 1b), however, in all MLT primary schools, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- **Covid-19** – Follow the additional school guidelines and expectations, ensuring they maintain social distancing if needed.

## REWARDS

We believe that students should have an incentive for making good decisions and working in the interests of the school community as a whole. The vast majority of pupils behave appropriately for the vast majority of the time. In order to encourage this positive behaviour, all Academies will have a range of rewards which will acknowledge the good behaviour of the vast majority. These rewards will be staged and range from smaller incentives for classroom participation to whole school awards for outstanding achievements/behaviour and attitude. Our Academy's rewards structure is outlined in appendix 2.

## SANCTIONS

While there is an expectation that for the vast majority of the time children should achieve the highest standards of behaviour, inevitably children will occasionally fail to meet the standards which are expected of them. In these cases, the sanctions outlined in appendix 2 and described in Appendix 3, can be applied. Each level of sanction is accompanied by the types of behaviour for which it can be applied; this is not an exhaustive list, but rather an indication of the severity of behaviour for which it can be used (see Appendix 2).

## SANCTIONS – LEGAL FRAMEWORK

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an Academy rule, or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction applied (including detentions) must satisfy the following three conditions:

1. The decision to apply a sanction must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
2. The decision to apply a sanction and the sanction itself must be made on the Academy premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be reasonable. In determining whether a sanction is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Principal may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip.

**Corporal punishment is illegal in all circumstances.**

## POSITIVE BEHAVIOUR MANAGEMENT

School is an environment where children will learn about the expectations of society and conventions of behaviours. During their time at school the vast majority of children will display positive behaviours for the vast majority of the time. However, on occasions, a minority will display some behaviour which does not meet Academy expectations. This policy exists in order to provide a clear framework within which students can grow to understand the expectations placed upon them in school and in society as a whole. They can learn to regulate their behaviours and understand what behaviours are appropriate in different circumstances.

Within Maltby Learning Trust Academies, we aim to enable children to build their understanding of how to manage their behaviour and the way in which different behaviours can impact on the perception of them held by others. We aim to praise positive behaviours and discourage negative behaviours through the consistent application of rewards and sanctions in the classroom, pastoral support and the curriculum.

## CLASSROOM BEHAVIOUR

In the Maltby Learning Trust we expect all pupils to display high levels of positive behaviour in the classroom. We have a range of rewards which are used to promote positive behaviour. These are applied equitably within classes and all children and, as far as is possible, across the school. We also monitor negative behaviours and provide sanctions in a stepped and proportionate way to discourage them (Appendix 3/4). The application of all rewards and sanctions is monitored by the Principal and reported to the Local Governance Committee. This analysis is used to identify patterns, address any disparity in the application of the policy and deploy resources.

## CURRICULUM

The Academy's curriculum offer is intended to promote positive behaviours and characteristics such as participation, team work and resilience. Within each Academy's curriculum intent there is

an expression of how the school aims to build the character of the individual student, helping them to become positive contributors to society.

## PASTORAL SUPPORT

Pastoral support is available in all MLT Academies and can be deployed on a casual, one off basis to help address an individual incident or on an on-going basis to help to modify a child's behaviour. Pastoral programmes can help to enable children to reflect on their behaviour and the impact it has on others. Equally, it can be used to help children who have more significant issues regulate their behaviours and build resilience in the classroom.

**Covid-19** – The capacity to provide one-to-one pastoral support will be severely restricted during times of Covid-19 outbreak. Sessions may not be possible or may, with careful social distancing, take place in open spaces where social distancing can be maintained eg. outdoors.

## PUPIL SUPPORT

MLT Academies recognise their 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 special educational needs co-ordinator will 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.

## COVID-19 – RISK ASSESSMENT

During a period of heightened Covid-19 alert, specific challenges are created by meeting the needs of some of the children in our schools who have difficulties in regulating their behaviours. For these children, an individualised risk assessment will be completed (Appendix 8) which will outline the challenges for the young person accessing provision in restricted circumstances and the control measures which have been put in place to mitigate risk.

Children with specific needs, which manifest themselves in challenging behaviours, may experience greater difficulties in reintegrating into school life than other groups, and therefore due consideration should be given to how their emotional needs will be met prior to them entering the building at the start of a period of opening. The aim should always be to successfully reintegrate a child into school and all plans and risk assessments should work towards this goal.

However, because of the unique circumstances of Covid-19 restrictions, during these periods it is not possible for a number of the interventions usually applied to be used as they would in 'normal' times. For example, where positive handling techniques are part of a child's de-escalation plan, this may have to be strictly time-limited or involve the use of PPE. Such measures should be clearly outlined in the risk assessment document and any plans which have been made. Due consideration should be made to the named adults who will work with a child within their bubble and the training they have to deliver specific interventions. Reference should also be made to the guidance stating that prolonged close interaction (less than 1 metre) between an adult and child should be avoided and therefore be limited to no more than 15 minutes.

If a child fails to follow reasonable instruction during a time of Covid outbreak and is becoming an increasing risk to others or themselves, the Principal should apply guidance around fixed term exclusions as they would in 'normal' times. In these cases the duty to safeguard others overrides the needs of a child in crisis and it may be necessary to move to short-term exclusion

All action plans and risk assessments should be approved by the academy SENDCO, Principal and Executive Principal or CEO. Once this document is approved at Trust level, parents should be made aware of the measures in place and the expectations placed on them in terms of proactively responding to the Academy's needs. This plan will temporarily supersede all other plans in place, such as Individual Behaviour Plans until the period of Covid restriction is lifted. This risk assessment should be reviewed whenever a period of restriction is implemented or lifted.

## INDIVIDUAL BEHAVIOUR PLANS (IBPS)

The intention of the behaviour policy is to support good behaviour and encourage pupils to improve their behaviour. However, there will always be a small number of children in the Academy who have specific reasons why they do not respond to the structured approach which works for the majority. For these children an individual behaviour plan is put in place. This is an individualised plan which is designed to meet the needs of these children in terms of support but also the sanctions which will be applied and how provision will be adjusted to meet their individual needs. IBPs are always designed around close parental partnership and regular contact between Academy and parents should be built into the plan, as should termly reviews. Pupils on IBPs will earn privileges by meeting the targets built into their plans.

## PROCESS AND RECORD KEEPING

**Stage 1** - Where behaviour is persistently below the standard required, the pupil will be referred for pastoral assessment and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.

**Stage 2** - If the problem is more serious the child will be put on a behaviour support plan when strategies will be reviewed, and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate.

Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour, for example, ABC - Antecedent, Behaviour and Consequences approach to behaviour patterns, timetable-based monitoring.

**Stage 3** - If the behaviour does not improve the child will have more regular monitoring and may be referred to external agencies. Pastoral time may be allocated to implement strategies to improve behaviour. External agencies may be involved.

Where pupils reach this level and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child. At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.

**Stage 4** - In extreme cases where behaviour is not improving in response to the above strategies, the Principal and SENDCO may set up a more formal Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.

In very extreme circumstances, the Principal may exclude a child from Academy either for a fixed period or indefinitely.

## INTERVENTION TECHNIQUES

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Leadership and the SENDCo.

- Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- Positive Questioning e.g. what are you doing? What should you be doing? Good you know what to do so can you do it,
- Positive Choices: If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- Assertive discipline
- Compliance Training i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- Code of Conduct/Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

## PASTORAL SUPPORT

Within our Academies we have trained workers who will offer emotional support to children in crisis. These workers can work directly with children but also pull on a wide range of support including MAST (Multi-Agency Support Team) workers. Children should be referred to the Pastoral Team through the internal referral system.

**Covid-19** – During periods of high incidence of Covid-19, children will require increased support, particularly those who are vulnerable. This presents problems where one-to-one counselling is not possible in the normal sense due to social distancing. During these periods telephone or video-conference appointments will be made available to ensure continuity of service.

## STAFF TRAINING

All staff will have access to regular training regarding the management of behaviour and more targeted CPD and professional support as issues arise. There will be a full review of the behaviour approach in each MLT Academy at least annually to ensure all staff are fully aware of the principles underpinning the application of rewards and sanctions within the school. Training will be built into the Academy's ongoing CPD programme and will be a combination of good practice and reactive/pre-emptive CPD.

**Covid-19** – All leaders will ensure their teams are fully briefed on the Covid-19 adjustments to this policy and will moderate the application of the policy on an on-going basis, as whole school training will not be possible while social distancing measures are in force.

## CAUSES OF CHALLENGING BEHAVIOUR

Negative behaviours seen in school are often an indicator of a child's insecurities or an expression of anxieties they are feeling. There are a number of behaviours which may signal the need for special provision to be made in order to meet a child's needs. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration. In these cases, a behaviour plan may

be needed to monitor the impact of the interventions made over time. Below are some of the most causes of persistently poor behaviour in school.

## LIMITED SELF-ESTEEM

The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

## ADVERSE CHILDHOOD EXPERIENCES

A significant number of children who display challenging behaviours in school may have experienced adverse childhood experiences. These are damaging experiences which have been proven to have the potential to cause lasting developmental damage to a child's emotional and physical development. The key indicators are children who have experienced:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Physical neglect
- Emotional neglect
- Exposure to domestic violence
- Household substance abuse
- Household mental illness
- Parental separation or divorce
- Incarcerated household member

Evidence shows that when a child has experienced a number of these factors during their development, their long term mental and physical health can be significantly impacted. Children who have experienced these factors may display heightened behaviour which can display as highly challenging. While challenging behaviour from any child should be treated in an equitable manner, full account should be taken of the individual backgrounds, experiences and needs of each child when deciding on a behaviour plan and intervention programme.

**Covid-19** – Some children may have experienced trauma or emotional challenges during the Covid-19 epidemic. Equally, challenges will have been presented by long periods out of school. These should be fully taken into account by staff and steps taken to address the identified needs.

## SPECIAL EDUCATIONAL NEEDS (SEND)

Some SEND needs can mean that children display challenging behaviours. Care should be taken to ensure that, when challenging behaviours displayed by children with SEND needs are being addressed, those behaviours which are part of a diagnosed condition are separated from those which are not. For example, a child with an ASD diagnosis may display what could be perceived challenging behaviours when this is a manifestation of sensory overload. Equally, the

same child could display an unrelated behaviour which is typical for a child of their age and stage testing the boundaries and expectations of the adults around them. #

## SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES AND THE USE OF SANCTIONS

Behavioural difficulties in the Academy may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour in the vast majority of pupils. However, they must be used sensitively, and the emphasis should always be on supporting and rewarding pupils.

Pupils with social, emotional and behavioural difficulties can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need for key adult role models to adopt positive behaviour management strategies is central to helping them acquire more regulated patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention, as well as explicit rewards, is likely to have a positive influence on their global development within and beyond their Academy years. Below are a list of ten strategies Maltby Learning Trust Academies adopt to promote positive relationships and good behaviour:

## TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

- Establish a friendly, positive, supportive relationship with the pupils in your care.
- Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- Know the Academy rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- Know what sanctions you can use but try to avoid using them – especially if a quiet word or reminder will do.
- Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- Avoid telling a pupil off in public.
- Avoid the use of sanctions when support strategies will suffice.
- Use the Academy's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole Academy.

## EXCLUSIONS

Occasionally, where a child's behaviour has consistently failed to meet the Academy expectations, or a child has endangered themselves, other children or staff, the Principal or other designated leader may choose to take further action in order to enable the child to regulate their behaviour or for the safety of others. These actions include:

- Asking parents to escort a child to and from school
- Fixed exclusion
- Managed Move
- Permanent exclusion

Exclusions will be carried out in accordance with LA policy and Trustee/Governor directive and be used in only the most serious cases. It should provide a period of time for the consideration and



solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together. Unless a child is excluded for a single, serious, incident, prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.

Where a child has been excluded for a single serious incident, the above steps should be considered as part of the re-integration process.

## PARENTAL RESPONSIBILITIES WHEN A CHILD IS EXCLUDED

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of any exclusion. If they do not, the Academy or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full-time education provided by the Academy/Trust or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed term exclusion from the primary Academy. Failure to attend may make it more likely that the court will impose a parenting order if the Academy or local authority applies for one.

## ACADEMY RESPONSIBILITIES WHEN A CHILD IS EXCLUDED

Academies will ensure that work is provided for the first five days of exclusion.

## SAFEGUARDING

Academies should consider whether the behaviours being displayed by a child give cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the Trust safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment is necessary.

## PUPILS' CONDUCT OUTSIDE THE ACADEMY GATES

Within MLT Academies we consider students to be representatives of our schools while they are wearing the Academy uniform or representing the Academy offsite. Teachers have a statutory power to discipline pupils for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives a Principal/Head Teacher a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

## BEHAVIOUR ON EDUCATIONAL VISITS

The Maltby Learning Trust expects excellent behaviour from all its pupils whenever they are representing the Academy, whether they are in or outside the Academy premises. This is particularly the case when they are taking part in out of school visits, including residential visits. The

Academy reserves the right to refuse to take pupils, who have no identified SEND and is not a LAC, on a visit or to request that parents accompany the child and take responsibility for them during the visit. Children with consistently poor behaviour on the run up to a residential visit or trip, who do not have a diagnosed SEND and is not a LAC, will be prohibited from going if the Principal considers the risk posed by their behaviour to the safe running of the visit too severe. In these cases, a full refund will be offered to parents.

During a residential visit, if a child's behaviour falls below the high standard expected of all pupils, the Trust/Academy reserves the right to ask parents to collect the child from the venue and miss the remainder of the visit.

Where a child has a diagnosis of SEND or is a LAC, the above measures will be applied only if the behaviours shown can be shown not to be as a result of their diagnosis/any attachment issues. In these cases, a separate risk assessment/provision which will enable the child to safely access the visit will be considered.

Further information can be found in the 'Educational Visits Policy'.

## COVID-19 BEHAVIOUR DURING REMOTE LEARNING

During periods of Covid-19 restrictions, there will be occasions where children must access learning through remote, online systems. Behaviour expectations during these times are as high as would be expected were the children in school. This is particularly important during online, interactive sessions such as sessions utilising video-conferencing technologies. This policy will be applied to any child who is not following expectations during these sessions and parents contacted. If a child is disrupting a session or disrupting the learning of others, a teacher may suspend their access until parents can be spoken to. If this happens repeatedly, it should be dealt with through the behaviour ladder with SLT involvement.

## INAPPROPRIATE ITEMS – SEARCH AND CONFISCATION

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

## SEARCHING PUPILS

Academies within the Maltby Learning Trust reserve the right to search pupils where it is suspected that they have in their possession items which might put others, or property, at risk. This should always be done under the direction of the Principal, following DfE guidance (appendix 4). Electronic devices may be searched under this guidance if cyber bullying or inappropriate content is suspected.

There are two sets of legal provisions which enable Academy staff to search for items and confiscate items from pupils, these are defined through the type of item which it is suspected a child has brought into school:

## PROHIBITED ITEMS – DEFINED NATIONALLY THROUGH LEGISLATION

Power to search without consent for "prohibited items" including, but not exclusively:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

Maltby Learning Trust reserves the right to apply these powers as necessary.

## BANNED/CONTROLLED ITEMS – DEFINED BY THE ACADEMY

In addition to the above prohibited items, the following items are not allowed in an MLT Academy:

- Mobile Phones (below year 5 – year 5 and 6 pupils must hand phones in at the start of the day)
- Connected devices, including those which take photographs
- Cameras
- Cigarette lighters and matches
- Any item(s) which might endanger the safety of a child walking home alone (eg. Excessive quantities of money)
- Any item which is causing a distraction from learning and is not appropriate
- Any item which is felt to be contributing to the bullying/intimidation of a child

These items can only be searched for/confiscated **with consent** they should be retained and the guidance in appendix 4 followed.

## POSITIVE HANDLING

Within the Maltby learning Trust we try to avoid intervening physically with a child whenever possible and alternative methods of de-escalating a child who is deregulated are always sought. However, in a last resort, to protect themselves, the child, others or property, staff are permitted to use the minimum possible degree of force to restrain a child. In order to safely facilitate this, the Maltby Learning Trust ensures that key staff have training in 'Team Teach' approaches which is updated on a rolling programme. The separate 'Positive Handling Policy' provides detailed advice and information on the use of force by MLT staff. If it is felt that positive handling has been used inappropriately, this will be investigated and, where appropriate, managed under the 'Managing Allegations Against Staff' Policy.

**Covid-19** – During periods of Covid-19 restriction, Academies will not use positive handling unless they, another child or an adult is in imminent danger of harm. Instead de-escalation techniques should be used. If positive handling techniques have to be used, their application should be strictly time-limited to avoid prolonged close contact between individuals. A period of no more than 15 minutes should be allowed for a child to regulate their behaviour. If a child is not responding to the use of applied strategies in this time, a short-term exclusion should be applied, and they should be collected by parents. Any use of positive handling during these periods should be reported to Executive Leadership.

## MONITORING AND REPORTING

The Principal will monitor the application and effectiveness of the policy by reviewing the types of sanctions and rewards applied, the over/under appearance of individuals and groups in the system and the consistency of application across classes. This information will be reported termly to the Local Governance Committee (see appendix 7).

## MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our 'Managing Allegations Against Staff' Policy and 'Safeguarding' Policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff falsely accused of misconduct.

## MANAGING PUPIL TRANSITIONS

Individual Academies will ensure that sufficient time and resource is set aside to ensure that children make as smooth a transition as possible between teachers and phases within the school. This offer may need to be tailored to ensure that children who have anxieties or SEHM needs receive additional support. A range of strategies can be implemented in consultation with the Academy SENDCo.

A well-established package is in place to enable children to make a smooth transition between the MLT primaries and their secondary school. This can be further enhanced by additional support as needed, including through the extended transition programmes. Where a child has particular vulnerabilities or anxieties which may impact on a successful transition, conversations between the primary and destination secondary school should begin as early as is practically possible and a bespoke package of support planned and implemented.

## ORGANISATION AND FACILITIES

All MLT primary schools have an area where children who are experiencing behavioural challenges can be withdrawn to. However, this is usually to enable the child to refocus and rapidly return to learning. Occasionally these areas may be used to provide in-school sanctions such as withdrawal from lessons for a longer period. In these cases, the room should be staffed by either the class TA or the school pastoral staff and the opportunity taken to enable the child to reflect on their behaviour. Parents should always be informed if this action has been taken and the incident logged using school systems (such as CPOMS).

**Covid-19** – During times of Covid-19 outbreak, spaces usually used for de-escalation may be designated as unsuitable due to poor ventilation or overall lack of space. In this case, the use of outdoor spaces is advised and should be maximised. It is critical that social distancing guidelines are followed at all times in this process and close contact is absolutely minimised.

## REVIEWING THE POLICY

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the Trust/Academy review cycle.

## APPENDIX 1 – ACADEMY SPECIFIC EXPECTATIONS

### Lunch hall

- Queue sensibly
- Talk in a sensible voice
- Tidy up after eating
- Put chairs under the table
- Walk at all times
- Leave the hall by walking down the corridor to the yard

### Around the Academy

- Show good manners: hold doors etc
- Only be where meant to be
- Walk at all times
- Line up sensibly when moving around Academy

### On Playground

- Play sensibly/safely
- Make no physical contact with other children
- Be mindful of smaller children
- Use the toilets sensibly
- Sensibly go to Fruit tuckshop

### In class

- Listen and stay on task
- Do not prevent others learning
- Sit correctly without leaning back on chairs

Use the 'Learning League Code'

## APPENDIX 1B – ACADEMY SPECIFIC EXPECTATIONS COVID-19

Please note these should address the following points in an academy specific manner

Action	Expectation
Children to follow altered routines for staggered arrival or departure	Children arrive at scheduled time using the one-way system. Any children arriving late report to main reception.
Following school instructions on hygiene, such as handwashing and sanitising	Children wash hands when instructed by an adult, particularly when leaving or returning to the classroom.
Following instructions on who pupils can socialise with at school	Children only socialize in designated groups and do not mix with children outside their 'bubble'.
Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)	Children follow the instructions of staff effectively and respect the school's social distancing measures.
Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands	Children follow good hygiene and are sensible about disposing of tissues etc. Children try their best not to touch their faces.
Tell an adult if you are experiencing symptoms of coronavirus	Children are sensible about telling an adult if they feel unwell.
Rules about sharing any equipment or other items including drinking bottles	Children keep personal equipment to themselves and do not use any equipment from outside their bubble.
Follow expectations about breaks or play times, including where they may or may not play	Make sure they keep to their designated areas at play time and do not mix with/play with other children from outside their bubble.
Sensible use of toilets	Children only use their designated toilet and do not go into the toilet if someone else is in there.
clear rules about coughing or spitting at or towards any other person	Children are careful about where they cough – they understand that deliberately coughing or spitting on someone will be a very serious incident.
Abide by rules for pupils at home about conduct in relation to remote education	Children are sensible in the use of home education and particularly email systems. Respect guidelines for the use of video conference lessons and remote learning.
Understand the rewards and sanction system	Know that the reward and sanction system will be used to enforce Covid-19 sensitive behaviour expectations as needed.

## APPENDIX 2 – ACADEMY SPECIFIC REWARDS AND SANCTIONS

### Golden Rules

Within Maltby Lilly Hall Academy, we believe that the principles outlined above can be interpreted within the framework of the 'Golden Rules'. These 6 rules set the basic principles by which the Academy believes its children should abide:

- We are gentle: We don't hurt others
- We are kind and helpful: we don't hurt anybody's feelings
- We listen: We don't interrupt
- We are honest: We don't cover up the truth
- We work hard: We don't waste our own or other's time
- We look after property: We don't waste or damage things

These rules are given high status in Academies and form the basis of assemblies and class circle times. The rules are displayed prominently in every classroom and in public areas. They are also clearly noted on the certificates given as rewards and the notes of sanctions applied. It is made clear to children where they have followed or failed to follow the rules.

In order to interpret these rules, staff and pupils have rights and responsibilities which must be upheld if the community is to work together effectively.

Rights	Responsibilities
- To be safe	- Behave appropriately/model behaviour to keep a safe environment
- To feel safe	- To treat others with respect
- To have opinions respected	- To listen
- To be heard	- To accept that everyone is different
- To be treated as professionals/individuals	- To take responsibility for own learning/Prof dev
- To learn/develop professionally	- To recognise the strengths and talents of all
- To have gifts/talents recognised	- To be truthful/honest
- To be believed/trusted	- Care for others
- Physical comfort	

## REWARDS

Reward	Purpose	Examples of use
<b>Beads –</b> Children earn beads in class for following the golden rules. These are added into a school 'pot' which earns the children time in the end of term 'bead treat'. This is an educational enrichment activity.	Given in class for examples for following the golden rules	<ul style="list-style-type: none"> <li>• Answering quickly in mental oral starter.</li> <li>• Imaginative response in speaking and listening.</li> </ul>
<b>Just a note to say..</b> Given by the Principal/Vice Principal. Child gets a certificate and a sticker for good work/behaviour.	Reward good work/behaviour	<ul style="list-style-type: none"> <li>• Good pieces of work</li> <li>• Good behaviour for an individual</li> </ul>
<b>Principal's Award</b> Given when children are sent to the Principal/Vice Principal. Child gets a certificate and a sticker for outstanding work/behaviour.	Reward following of the Golden Rules, whether outstanding behaviour or learning. Given infrequently for efforts which are outstanding for the individual child.	<ul style="list-style-type: none"> <li>• Outstanding pieces of work</li> <li>• Outstanding behaviour for an individual</li> </ul>
<b>Learning League Awards –</b> Stickers/badges awarded when the pupils show the characteristics/ skills described by the stickers	Reward strong/consistent learning behaviours	<ul style="list-style-type: none"> <li>• Outstanding learning behaviours</li> </ul>
<b>Star of the week -</b> Children receive certificate and recognition in assembly.	Reward <b>the</b> outstanding effort by a child of the week in the Academy	<ul style="list-style-type: none"> <li>• 3 children were sent to the Principal for Gold Star Awards – the one outstanding one gets the special mention</li> </ul>

## SANCTIONS

### The Consequence Ladder

This is to be mainly used for in class sanctions (See appendix 2), but can also be applied to incidents outside:

Red Card
3 <sup>rd</sup> Warning
Yellow Card Lose 10mins break
2 <sup>nd</sup> Warning (Lose 5 mins break)
1 <sup>st</sup> Warning

After the first warning, each of the levels of sanction carries a loss of break time and is intended as a supplement to other classroom management techniques. It should not be the only classroom



management strategy used, and it is assumed that a range of positive behaviour strategies should supplement and support it. Warnings are given to alert children to the impact that their behaviour has/is having on the ability of those around them to learn effectively – warnings can be earned back to green for a first warning or yellow for a second warning. Warnings may be given for repeated incidents of low level, but irritating, behaviour or one-off more serious incidents.

Eg. Child repeatedly talks to another next to them in a discussion.  
Child shouts across the classroom.

Children can also go straight to a Yellow or Red card; these would be more serious one-off cases, such as rudeness or deliberately ignoring instructions given by the teacher. Up to a Red Card the children return to the bottom of the ladder each day. In KS1 a Red Card leads to the loss of all privileges for the day, and means they have to walk with the teacher at break times. Once a red card has been given in KS2 children move to the next level of the system – the behaviour monitoring system.

Other sanctions can be applied at the discretion of the teacher such as sending the child to work in another class or with an SLT member. These sanctions should be used where the poor behaviour is preventing the other children in the class from learning – removing their right to learn.

### The Behaviour Monitoring System

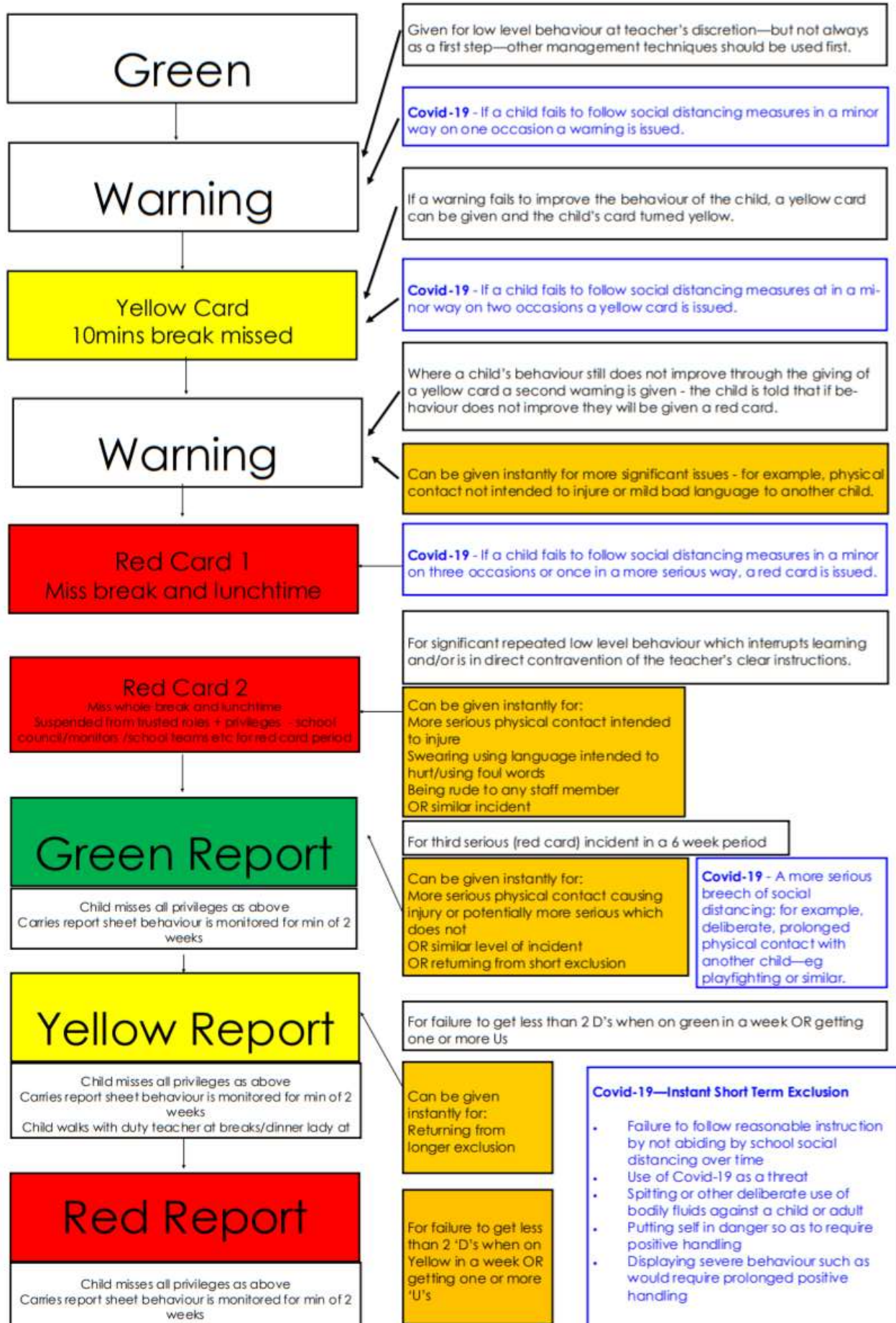
This part of the behaviour system is intended for those children who have demonstrated particularly serious incidents of poor behaviour or persistent low level and irritating behaviour which has had a consistent impact on both their own learning and that of others. Children enter this system on the receipt of a Red Card.

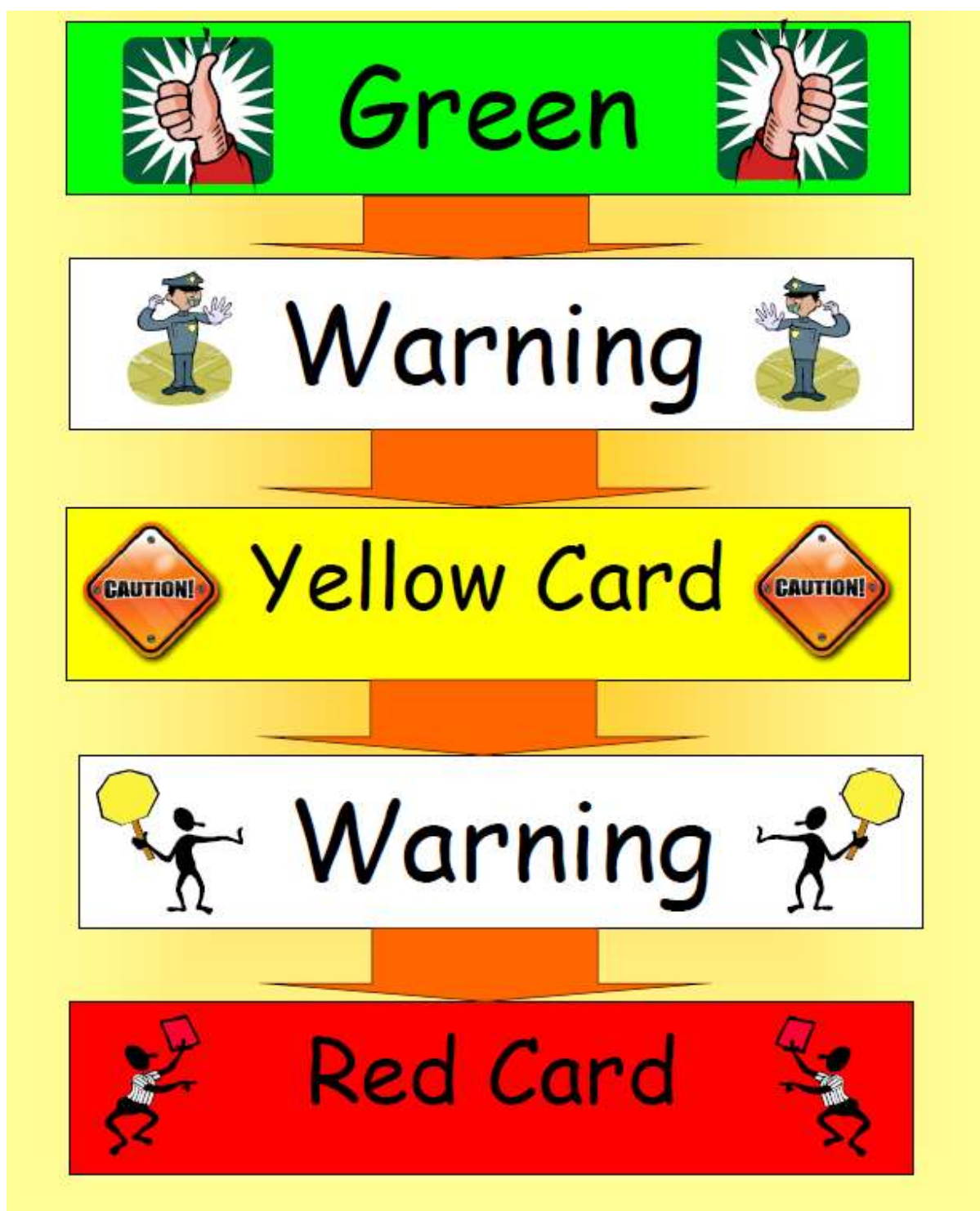
Sanction	Result	Given for
Red Card- Remains on record for 6 weeks	Child sent to Principal – Child given Red Card sheet which shows how they have broken the golden rules and is annotated with a brief record of the incident/behaviour. This is taken home for parents to sign/comment on.	Persistent low level poor behaviour.  Single significant incident – physical contact to injure/ irresponsible behaviour causing injury to other
2 <sup>nd</sup> Red Card – remains on record for 6 weeks.	A child receiving a second red card within 6 weeks of the receipt of the first loses all privileges in the Academy. This includes representing Academy teams, choir, monitors etc. the red card stays on the record for 6 weeks and acts as a 2 <sup>nd</sup> card for a minimum of 3 weeks (eg if a 2 <sup>nd</sup> red card is given in the final week of the first red card being in force it will act as second red for the next three weeks, the child then drops down to one red card).	As Above, Repeatedly
Green Report	If a third red card is given within the time given the child is placed on Green report the child carries the report with them and has it signed every lesson and break. Lessons are graded A, B, C, D, U. D is considered poor, U is unacceptable. One U or up to 3 D's will keep the child on report for an additional week. If more than 2 U's or 4 D's are given in any week, then the child moves to the next level of report when it is reviewed at the end of that week. Children stay on report for a minimum of 3 weeks. Reports go home at the end of every day and parents are expected to sign daily to show that they have been seen.	As Above, Repeatedly  Serious one-off behaviour which, while it does not put others at risk, does seriously go against the spirit and letter of the golden rules.

Yellow Report	As above but children are expected to walk with the teacher on duty at break times. The child must present the report with a pen or pencil to the teacher on duty.	As Above Repeatedly  Serious one off behaviour which makes the teacher feel that the child cannot be trusted to play normally at break times until they have had an extended time to consider their behaviour.
Red Report	A final report which is used in close consultation with parents and is considered a final step before official fixed term exclusion.	As Above Repeatedly  One off incidents of behaviour which are so serious that if they were repeated, exclusion would be the only option.
Exclusion	To follow LA guidance	A last resort where trust between the pupil and Academy have broken down

It is intended that the harsher sanctions outlined here should be used only infrequently. However, records will be kept of what Red Cards, reports etc are given for within the Behaviour monitoring file; this will enable any inconsistencies in how they are awarded to be identified.

**APPENDIX 3 – CONSEQUENCE LADDER (OR ACADEMY'S OWN EQUIVALENT)**





## APPENDIX 5 – POWERS TO SEARCH

From 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (DfE February 2014)

### **Academies obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

## SEARCHING

Academy staff can search a pupil for any item if the pupil agrees.

The Principal and staff authorised by them have a statutory power to search pupils, or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence
- to cause personal injury to, or damage to the property of, any person (including the pupil).

The Principal and authorised staff can also search for any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

### **Searching with consent**

Academy's common law powers to search:

Academy staff can search pupils with their consent for any item.

Note:

- The Academy is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- The Academy makes it clear in this policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the Academy's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the Academy can apply an appropriate disciplinary penalty.

### **Searching without consent of the child**

The law states that the Academy can search for the following items:

Knives or weapons, alcohol, illegal drugs and stolen items; and tobacco and cigarette papers, fireworks and pornographic images;

and

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property;

and

Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

## **CAN I SEARCH?**

Yes, if you are the Principal or a member of Academy staff and authorised by the Principal.

### **Under what circumstances?**

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **When can I search?**

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

*Also note: The law also says what must be done with prohibited items which are seized following a search.*

- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

### **Authorising members of staff**

- The Principal should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that Principals may not require anyone other than a member of the Academy security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- If a security guard, who is not a member of the Academy staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the Academy staff, as they are more likely to know the pupil.

### **Training for school staff to search without consent**

- When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

### **Establishing grounds for a search without consent**

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow Academy staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Academy staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item (in line with the CCTV guidelines).

### **Searches for items banned by the Academy rules**

- An item banned by the Academy rules may only be searched for under these powers if it has been identified in the Academy rules as an item that can be searched for.
- The Academy rules must be determined and publicised by the principal in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of Academy schools and alternative provision Academies, the 9 school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on Academy rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' (DFE).
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Principal must publicise the Academy behaviour policy, in writing, to staff, parents and pupils at least once a year.

### **Location of a search**

- Searches without consent can only be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on Academy trips in England or in training settings.
- The powers only apply in England.

## DURING THE SEARCH

### Extent of the search – clothes, possessions, desks and lockers

#### What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

#### Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

#### Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the Academy's rules.
- Separate advice is available on teachers' power to use force – see Associated Resources section below for a link to this document

## AFTER THE SEARCH

### The power to seize and confiscate items – general

What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.



Also note:

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items found as a result of a 'without consent' search**

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.
- Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

### **Statutory guidance on the disposal of controlled drugs and stolen items**

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
  - In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, Academy staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

### **Statutory guidance for dealing with electronic devices**

- Where the person conducting the search finds an electronic device that is prohibited by Academy rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance, issued by the Secretary of State, when determining what is defined as a "good reason" for examining or erasing the contents of an electronic device:
  - In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
  - If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
  - If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
  - All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - [sexting in schools and colleges - responding to incidents and safeguarding young people](#)

Also note:

- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the Academy.

### **Telling parents and dealing with complaints**

- Academies are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Academies should inform the individual pupil's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal Trust complaints procedure.

# APPENDIX 6 – HOME/ACADEMY AGREEMENT (TO BE ADDED BY ACADEMY FOR CONTEXT)



**MALBY LILLY HALL ACADEMY**

## HOME-PRIMARY ACADEMY AGREEMENT

This home-academy agreement forms the basis of the partnership between you, your child and us as your child's academy. It is intended to help make clear what we can expect from each other, setting out:

- the academy's responsibilities, aims and values and what it will do for you and your child
- parents' and carers' responsibilities in supporting the academy
- what the academy expects of its pupils
- Specific measures and expectations during times of Covid-19 outbreak.

### ACADEMY INTENT

We have a school which will always:

- Make learning the priority.
- Encourage and value extended learning opportunities including sport and the creative arts
- Develop a learning partnership between children, parents, school and the local community
- Challenge children to achieve their full potential and be prepared for the next stage of their education

### THE MALBY LEARNING TRUST

Exceptional Experiences. Successful Lives.



### WHAT WILL THE ACADEMY DO?

- Make every reasonable effort to provide a safe physical environment for the children.
- Value each child as an individual and set appropriate targets for future learning.
- Encourage all children to do their best within a challenging but supportive environment.
- Provide an interesting and enriched curriculum to develop and sustain a love of learning for life.
- Use a range of teaching styles to make the curriculum interesting and to match the different learning style of each child.
- Keep parents informed about the teaching planned for the term for their child through curriculum updates and the newsletter.
- Provide regular newsletters to inform and involve parents in academy life.
- Inform parents promptly of any concerns about the progress, behaviour or well-being of their child.
- Plan regular meetings with parents to discuss their child's progress and be available for additional appointments as and when they are necessary.
- Provide homework in line with the academy's homework policy.
- Provide and follow clear policies and guidelines.

### COVID-19 LOCKDOWN PERIODS?

- Provide clear guidance and regular updates on what measures are being taken to provide protection for children, parents, staff and other stakeholders.
- Ensure that high standards of hygiene are maintained, including handwashing and sanitisation and cleaning of surfaces and contact points.
- Ensure that systems are put in place to enable social distancing to be maintained, including markings and visual guidance.
- Undertake a dynamic risk assessment process, taking account of the latest government guidance and scientific data.
- Take on board the feedback of parents, pupils and other stakeholders and constantly review the measures in place.
- Enforce the academy plan, rules and guidance consistently, fairly and robustly to ensure the safety of all members of the academy community.
- Regularly review plans and actions to ensure they change and evolve in a sensible manner responsive to the national and local picture.

\_\_\_\_\_ (Executive Principal)

\_\_\_\_\_ (Associate Principal)



MALBYLEARNINGTRUST



### AS A PARENT I WILL:

- Ensure my child gets to the academy on time.
- Ensure that my child has high levels of attendance and, if they are unable to attend, ensure I inform academy on the first day of absence.
- Talk regularly to academy if circumstances for my child change in a way which might affect their learning or behaviour.
- Attend parents evenings about my child's progress.
- Support the academy in implementing the behaviour policy and encouraging good behaviour.
- Be aware of and support my child with their homework, including reading regularly with them.
- Ensure my child has everything they need for academy each day.
- Make sure my child is dressed appropriately for the weather.
- Work with the academy in supporting my child's particular needs.
- Ensure that I address any concerns I have about my child appropriately with their class teacher or with the senior leadership of the academy.
- Follow academy policies and procedures outlined on the academy website.

### COVID-19 LOCKDOWN PERIODS?

- Follow the guidelines, procedures and rules for accessing the academy site and facilities in order to safeguard all stakeholders.
- Ensure that I follow academy social distancing procedures at all times when on the academy site.
- Work with the academy to help my child understand the importance of following the rules and using good hygiene.
- Talk to the academy about my worries and concerns using email or by phone so they can be promptly addressed.
- Promptly collect my child from academy if requested to do so for reasons of health or behaviour.
- Ensure that my child does not attend academy if they display any covid-19 symptoms and inform academy of any test result.
- Understand that any repeated (more than one occasion) failure to follow the academy's social distancing and safety guidelines will result in me having my access to the academy site suspended.

\_\_\_\_\_ (Parent) \_\_\_\_\_ (Parent)

MALBYLEARNINGTRUST



### AS A PUPIL I WILL:

#### Follow the Golden Rules:

- We listen—we don't interrupt
- We work hard—we don't waste our own or other's time
- We are kind and helpful—we don't hurt anybody's feelings
- We are gentle—we don't hurt others
- We are honest—we don't cover up the truth
- We look after property—we don't waste or damage things

#### Use the Learning Behaviours Code:



### COVID-19 LOCKDOWN PERIODS?

- Make sure I wash my hands or use hand sanitizer when I am asked to, particularly when I've been outside the classroom or when I cough or sneeze.
- Make sure I don't play with children outside my group and try my best to keep two metres from all other children.
- Make sure I follow the rules which have been explained to me by my teacher and follow the arrows and direct around academy.
- Make sure I follow the academy rules and, if I don't understand anything about them, ask my teacher.
- Only use my own pens and pencils and other personal equipment and only use the shared resources within my group when I'm told to.
- Make sure I don't bring anything in from outside academy - if I do, I understand it will be put away by the teacher and given back at the end of the day.
- Understand that if I deliberately don't follow the rules my parents will be spoken to and the academy's behaviour policy will be applied.

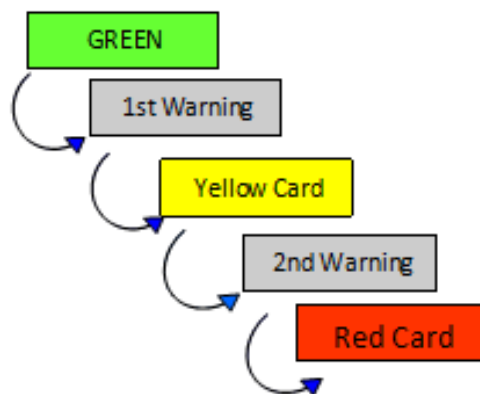
\_\_\_\_\_ (Child)



MALBYLEARNINGTRUST



To ensure this happens we have the same system of managing behaviour in every classroom in the school. This is based around a system of warnings and coloured cards (like football). This means that if a child does something minor—like talking when they have been asked not to—they will get a warning, if they do it again on the same day they would get a yellow card this would result in them missing some of their break to do the learning they have missed in the session. If they continue to behave inappropriately they will get a second warning and so on. This always gets reset at the start of a new day



### What happens if a child does something more serious?

For more serious incidents (such as deliberately hurting someone) or for persistent low level poor behaviour, running through the system outlined above, a red card is given. This means a child is given a letter to bring home explaining what has happened and they miss both their break and lunch. The red card is also recorded in the school behaviour file and remains on record for six weeks. If something else happens in this period the child will get a second red card, and then if a third incident happens they are put on report (see the next page).

If children do something which is considered very serious - for example injuring another child - they could be placed straight on report.



### MLT SEND/SEMH self-evaluation checklist

In order to evaluate and safeguard the health, well-being and safety of our most vulnerable children on their return to school, it is necessary to take the following factors into account. By documenting our consideration of these factors, we will be able to risk assess the return of the child into the adapted school environment and highlight the necessary precautions and planning.

Name:	School:	Class:		
Teacher:	Main presenting SEND :	EHCP: Y/N		
<b>Established SEND, medical, SEMH needs</b>	<b>Intervention</b>	<b>Resources</b>	<b>Staffing</b>	<b>RAG – level of concern*</b>
Behaviours may need to be supported with positive handling techniques				
Issues/concerns raised via pupil voice around lockdown experiences and/or return to school				
Issues/concerns raised via parental contact around lockdown experiences and/or return to school				
Transition concerns for both between year groups and between schools contexts				

**\*Any concern rated as RED – will need a further more detailed risk assessment in consultation with the Principal**

\*(Please see interventions and resources for consideration below)

## **MLT SEND/SEMH interventions and resources**

### **Interventions to consider:**

- Pupil and parental voice script
- Time out base/safe space or person
- Full or part bespoke programme/delivery
- Social stories for moving out of lock down
- Visual supports for moving out of lockdown
- Family support; external agency liaison
- Contextual approach to the curriculum/learning
- Pastoral support around loss – anxiety, trauma, bereavement
- Rebuilding of relationships – adult and peer
- Reconnect activities
- Re-learning previous skills
- Learning of the new routines, rules and expectations and understanding why they have changed – for pupils and parents with clear communication
- Learning interventions
- Y6 preparatory activities for Y7 transition to be completed at primary school
- In-year transition preparatory activities (more change!)
- Revised IEPS and BSPs

### **Resources to explore**

- [www.spotlighteducationsupport.com](http://www.spotlighteducationsupport.com) – resources and CPD
- [www.mypicturepath.com](http://www.mypicturepath.com) – visual supports
- [www.reachoutasc.com](http://www.reachoutasc.com) – ASC resources and visual supports
- [www.evidenceforlearning.net/recoverycurriculum](http://www.evidenceforlearning.net/recoverycurriculum) - adapting the curriculum post lockdown
- <https://pages.classcharts.com/webinar/> - recordings of recent well-being Edukey webinars
- <https://www.provisionmap.co.uk/webinar/> - recordings of recent SEND Edukey webinars
- <https://nasen.org.uk/events/how-can-sencos-respond-to-the-Covid-lockdown-and-transition-back-to-school-1.html> - webinar
- [www.sendcosolutions.co.uk](http://www.sendcosolutions.co.uk) – blog and video support
- [teachertapp.co.uk](http://teachertapp.co.uk) – an app to share teacher thoughts and opinions
- @sendmattersuk – a blog about the inclusion of children with special educational needs and disabilities in mainstream schools