



9a Behaviour Policy

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Policies linked to:

- EYFS Policies
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

This document also appears on:

- School Website
- Staff Intranet

THIS POLICY ALSO APPLIES TO EARLY YEARS

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1.0 Policy Statement

The behaviour of children at The Beacon is central to their welfare and ability to maximise their learning opportunities. Like learning their academic subjects, we anticipate that all children will need to learn some behaviours and therefore will make mistakes at times. School can be a very different environment from home and there is often much for many of the boys to learn. At The Beacon we feel that it is important to be consistent in our expectations of the boys, clear in our advice to them and fair in our implementation of the behaviour policy. This will enable them to work, play and learn together as a community.

2.0 Introduction

Reference was made to Behaviour and Discipline in Schools (2016) when writing this policy. At The Beacon high standards of behaviour are expected at all times. We take a positive view of all pupils and seek to reward good behaviour. Our objective at all times is to encourage and develop strategies for good behaviour whilst having an effective system to amend that which is unsatisfactory. The Beacon aims to execute its duties under the Equalities Act 2010 to make reasonable adjustments to accommodate pupils with special educational needs and/or disabilities. This policy exists to support the aims of the school to:

- create a happy, safe and stimulating environment
- enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity
- It also aims to promote good behaviour, prevent bullying and ensure that pupils complete assigned work as well as providing a framework to regulate the conduct of the pupils.

There are few written rules and those which exist aim to encapsulate mutual respect for each other and for possessions. They are considered 'Golden' and behaviour is measured against them. In Pre-Prep the boys are introduced to The Golden Rules (as below) as they are expressed in a more age-appropriate terminology and as they progress through the school they are expressed in terms of The Beacon Values:

2.1 The Golden Rules

- Do be gentle (don't hurt anybody)
- Do be kind (help others)
- Do work hard (don't waste time)
- Do be honest (don't cover up the truth)
- Do look after property (don't damage it)
- Do listen (don't interrupt)

It is important to state at this point that the responses to poor or inappropriate behaviour are different from a boy producing a low level or not satisfying the required amount of work. All staff are expected to have a working knowledge of the behaviour policy and should follow the guidance within.

In addition, The Beacon clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of racial, religious, cultural, sexual/sexist, homophobic, special educational needs and disability.

In the case of bullying, refer to the school policy on Bullying.

2.2 The Beacon Values

Integrity	We behave with honesty and integrity.
Respect	We value all individuals, showing respect, care, empathy and understanding for others, and learning to place trust in others.
Achievement	We strive for and value intellectual, sporting and creative achievement, supporting and celebrating one another's endeavours.
Well-Being	We strive to promote well-being, both physical and emotional: developing strength, resilience and confidence.
Courage	We value aspiration and the courage to take risks.

Specifically, this policy aims to:

- Ensure the fair and safe treatment of all pupils.
- Inform parents and staff of the actions that should be taken when a pupil's behaviour is deemed to be unacceptable.
- Outline the process and stages which the school will normally work through when a pupil consistently does not conform to what is expected of him.
- Give guidelines for staff in dealing with difficult situations.

The expectation is that when a child misbehaves he will acknowledge his behaviour, take responsibility for his actions and make an effort to avoid a repetition of the behaviour. Staff are encouraged to seek ways of changing the behaviour through positive reinforcement rather than highlighting the bad behaviour with a punishment however sanctions are part of process in effective behaviour management.

3.0 Rewards for Positive Behaviour

Positive and good behaviour should be recognised, encouraged and rewarded whenever it takes place in the school. Our system of rewards include

Throughout the school

Individual verbal praise
 Public praise in the classroom or in an Assembly
 Informing parents verbally where possible or via an email home
 Specific privileges given within the classroom
 Written comments on work
 Written or verbal communication home

Pre-Prep

Golden Time
 Gold Stars Awarded

Lower School

Privilege Time
 House points Points Awarded. Note - Depending on the professional judgement of the member of staff, three levels of House Points can be awarded. Good = 1 House Point, Excellent = 2 House Points, Outstanding = 3 House Points. Commendations awarded.
 Headmaster's Commendation.
 Termly Individual House point award winners.
 Winning House Treat at the end of each term.
 Celebratory Assemblies – Academic/Sporting/Performing Arts

Middle and Upper School

House Points Awarded. Note – Depending on the professional judgement of the member of staff, three levels of House Points can be awarded. Good = 1 House Point, Excellent = 2 House Points, Outstanding = 3 House Points.
 Commendations awarded
 Headmaster's Commendations Awarded
 Honours Awards
 House Captains / Vice Captains
 Year Groups allocated privilege time.

Termly Individual House point winners
Winning House Treat at the end of each term.
Celebratory Assemblies – Academic/Sporting/Performing Arts

4.0 Sanctions for Poor Behaviour

Poor or unacceptable behaviour should be dealt with in a fair and reasonable manner. Where sanctions are issued, there should be an emphasis on trying to correct the behaviour. For repeated bad behaviour the Head of Section, Deputy Head or Headmaster may be involved. There is a staged approach to managing behaviour and administering sanctions as set out in Appendix 1 of this policy.

Corporal Punishment is not allowed.

Sanctions can include:

In the Pre-prep

Stage 1

Verbal Warning from Staff

Time Out in playground

Minutes lost from Golden Time

It may be necessary for the Form Teacher to implement a report card or Positive Progress Plan, which would be discussed with and supported by parents

Stage 2

Pupils may be sent to the Head of Pre-Prep where Behaviour Management Strategies will be implemented in conjunction with staff and parents

Positive Behaviour Plan

Removal from attending after school clubs

Removal from attending school trips

Stage 3

Behavioural Contract

Stage 4

Pastoral Intervention Plan

Stage 5

Fixed term Exclusion

Permanent Exclusion

In the Lower School

Stage 1 – Managed by Form Tutor

Verbal warning

Writing a letter of apology
Withdrawal of break time
Written Warning
Debit
Report Card/ Positive Progress Plan

Stage 2 – Managed by Head of Section
Removal from representing the school in sporting fixtures or attending school trips.
Removal from after school clubs
Positive Behaviour Plan

Stage 3 – Managed by Senior Master
Behavioural Contract

Stage 4 – Managed by Senior Master
Pastoral Intervention Plan
Working in Isolation (Internal Exclusion – minimum half day, maximum one day)

Stage 5 – Managed by Headmaster
Fixed term Exclusion
Permanent Exclusion.

In the Middle and Upper School

Stage 1 – Managed by Form Tutor
Verbal warning.
Withdrawal of privileges
Loss of free time
Break time detention (Middle & Upper School)
After school detention (Upper School)
Written Warning
Debit
Positive Progress Plan

Stage 2 – Managed by Head of Section
Community Service within the school.
Report Card/ Positive Behaviour Plan
Discussion or written accounts related to the school values.
Behaviour Contract
Removal from representing the school in sporting fixtures or attending school trips.
Removal from after school clubs

Stage 3 – Managed by Senior Master
Behaviour Contract

Stage 4 – Managed by Senior Master
Pastoral Intervention Plan

Working in Isolation (Internal Exclusion – minimum half day, maximum two days)

Stage 5 – Managed by Headmaster

Fixed term Exclusion

Permanent Exclusion.

The following principles will be applied when looking into any unacceptable behaviour

- Every case will be investigated and dealt with according to individual circumstances.
- Every case will be dealt with fairly, and action recorded on iSAMS (as soon as is reasonably practicable).
- When appropriate, the member of staff dealing with the unacceptable behaviour will feedback to the pupil's class teacher/form teacher as well as recording any sanctions on iSAMS.
- Any punishment must be proportionate. (In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstance 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)
- Through its action the school hopes to bring about improvement and so no absolute rules apply. Discretion will be applied to each case in the hope of effecting change.
- The school accepts that the mental health of some pupils is affected from time to time by their personal circumstances and during times of stress allowance will be given in mitigation. The school must be alert to such instances.
- We can do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.

(The World Health Organisation defines mental health as "a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." When children don't feel good about themselves, don't enjoy relationships, don't learn confidently and overcome difficulties; when they are overwhelmed by misery, anger or fear then problems arise. (YoungMinds: the children's mental health charity.)

- Boys will be given reasonable explanations of why they are receiving a punishment. It is accepted though, that when they are in trouble they feel victimised and that this can exacerbate their reaction to some circumstances, which will be taken into account.

- The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.
- Praise and encouragement is of greater value than outrage and disapproval.
- Children should not be shouted at or spoken to in such a way that they feel intimidated or humiliated.
- The member of staff dealing with an incident should always demonstrate calm and control. Where possible, sanctions should be implemented on a 'one to one' level.
- Staff should avoid 'whole class' sanctions if at all possible.

Power to Use Reasonable Force

The school operates a policy of non-restraint unless a pupil is in danger of harming himself, other pupils or members of staff, or where he is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or out of school on an organised school activity in which case restraint may be used in accordance with the policy on restraint and physical intervention.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Headmaster and senior school staff may also use such force as is reasonable given the circumstances when conducting a search without consent 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.

Parents are called to remove the child if there is deemed to be danger to self, staff or other boys.

Further guidance is offered in Appendix 6 and the restraint incident report form is available in Appendix 7.

Pupils' Conduct outside the School gates

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Radicalisation

It is important to be aware of the possibility of children becoming radicalised or influenced by extremist ideology and how this can affect their behaviour. Staff need to have an understanding of the Prevent Duty in order to identify key indicators and also to enable them to provide the appropriate support for the child.

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong. If you notice any change in a child's behaviour and you're worried, you can call the NSPCC helpline on 0808 800 5000

Appendix 1

Behaviour Policy Stages which a child will progress through if he does not correct his poor behaviour.

Stage 1 – Form Teacher

If the behaviour of a child warrants them being kept behind at the end of a lesson or during a break time to discuss the behaviour; or the class teacher or tutor is informed that a pupil has been involved in behaviours that have inflicted harm or distress on another pupil, or a group of others; or he has deliberately disobeyed instructions; or he has influenced others to do the above a verbal warning will issued to the pupil. The form tutor must be informed, preferably in writing and he/she will collate the information and make the judgement about managing the behaviour.

Records of significant incidents as well as a record of the actions taken by the member(s) of staff to modify the behaviour are to be kept on iSAMS. Form tutors should be heavily involved in engaging the pupil in positive behaviour. If there is a repetition of the behaviour the pupil may lose part of their break time and/or privilege time. (This can be escalated in stages at the discretion of the teacher where more time is removed for repeat offences up to a maximum of 20 minutes.)

Repeated failure to improve the behaviour may result in a written warning on iSAMS.

Teachers are also able to add 'Concerns' to an individual pupil's record on iSAMS. Whilst these concerns do not always reflect poor behaviour, they can help to build a picture of the pupil. Class teachers and tutors will consider these concerns when managing the individual's behavioural and pastoral needs. Although not exhaustive, concerns can be allocated for the following:

- Being late to class
- Poor organisation
- Forgetting kit or equipment
- Poor presentation of uniform

If, despite these steps, the behaviour is still repeated and not modified, a report card or Positive Progress Plan can be issued to set targets for the boy to encourage and support good behaviour. If the behaviour continues to be an issue the tutor will instigate a meeting with parents to discuss the situation and to look to work together to modify the behaviour of the child.

If the strategies employed by the form tutor are unsuccessful and a pupil does not modify his behaviour and continues to re-offend he is progressed to stage 2.

Stage Two – Head of Section

If, despite the efforts of the Form tutor, there is no positive change in the behaviour and it is impacting on the learning, safety or happiness of the pupil or others, the Head of Section will request a meeting with parents to discuss the issue. At this stage the boy will have a meeting with the Head of Section. A record of behaviour continues to be co-ordinated by the form tutor however a positive behaviour plan may be initiated which will highlight specific behaviours which need to be improved. The pupil is obliged to discuss his behaviour and why it is unacceptable, and he is informed of the consequences of a recurrence. Appropriate targets are agreed and the pupil is made aware of the time scale that operates and the consequences of not meeting the agreed targets. A record is kept and parents will receive a copy of the behaviour plan if one is initiated. Where consent is granted by parents, an appointment may be made for the boy with the school counsellor by the form tutor.

It is appropriate at this point when considering sanctions to include representing the school in sports fixtures, attending school clubs and being allowed on school trips. The decision to progress to this will be the responsibility of the Section Head

Stage Three – Senior Master

If despite the efforts of staff and Section Heads, the pupil is referred to the Senior Master, his parents will be contacted either by phone, email or by letter and required to meet to discuss his behaviour. The meeting will involve the pupil's parents and may also involve the Form Tutor, and/or Head of Section.

Assessment by external agencies may be recommended and it may be a condition that parents accept such a recommendation if their child is to be allowed to remain at the school. A Behaviour contract will be drawn up and signed by pupil, parent(s) and the Senior Master, reviewed on a weekly basis with a copy going home to parents every weekend.

At this stage a mentor (normally their form tutor) will be appointed for the pupil. They will meet with the pupil every day and the Senior Master will review the report on a weekly basis.

Stage Four – Senior Master

In the instances where a boy is not responding to the guidance and encouragement to change his behaviour or where there has been a serious incident the Senior Master will meet parents to discuss the behaviour. The Head of Section and Form Tutor may also be involved in the meeting at the discretion of the Senior Master. Where there has been an ongoing situation, records will be discussed and a PIP (pastoral intervention plan) may be drawn up in conjunction with boy, parents, Head of Section and any other relevant staff with clear targets and expected outcomes.

Where a child continues to be disruptive in class or his behaviour is unacceptable he may be internally excluded for whole or part of a day. This will involve him being removed from his lessons and working in isolation under the supervision of designated members of staff.

In an instance where behaviour, in the opinion of the Senior Master, is considered to either be totally unacceptable or the pupil is not responding to the support, he will be referred to the Headmaster.

Stage Five - Headteacher

A pupil may be required to leave the school because his behaviour has been consistently unacceptable and he has chosen not to respond to any of the measures put in place by the Pastoral Care Team or he has been involved in unacceptable behaviour, or has brought the school into disrepute. Actions that are dangerous to others or diminish the quality of education or well-being of others fall into this category. The decision to exclude either for a fixed term or permanently is the responsibility of the Headmaster.

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change.

Where the Headmaster is of the opinion that the conduct or progress of the pupil has been unsatisfactory, or if the pupil, in the judgement of the Headmaster, is unwilling or unable to profit from the educational opportunities offered and removal is considered warranted, he may use his discretion not to permanently exclude the pupil immediately, but to give parents the opportunity to find another school for him within a stated time scale. If this opportunity is not taken, the pupil will be permanently excluded. (See Clause 6 of the Standard Terms & Conditions).

Disciplinary action against pupils making malicious allegations against staff

Where a pupil has been deemed to have made a malicious allegation against a member of staff they may be subject to disciplinary procedures including fixed term suspension or permanent exclusion. The Headmaster will be responsible for managing the disciplinary action in all cases of malicious allegations against staff.

Appendix 2

Pastoral Intervention Programme

This can be initiated at any stage if it is felt that the level of the support required by the pupil is deemed necessary by the Pastoral team but it is generally implemented when a pupil has reached Stage Three of the Behaviour Policy. It is generally administered by the Senior Master in conjunction with members of the Pastoral Care team, Form Tutor and Head of Section. Its aim will be to provide a final chance for a pupil at risk of temporary or permanent exclusion by considering all options available to help the pupil to continue at The Beacon. In addition to internal measures, it will also formalise meetings with parents to discuss their son's progress.

A meeting of the PIP panel will be arranged including parents (and the pupil, if felt appropriate) to review the targets and any reports from external. If the targets set are being met and the general feeling of the meeting is that the pupil's poor behaviour is being successfully modified, the panel will decide on an appropriate date at which to meet again. It is possible that new targets may be set.

If the agreed targets have not been met or there is evidence that the pupil's behaviour has deteriorated (assuming that this has not resulted in another period of exclusion), the parents will be advised that their son's future at The Beacon is in jeopardy and they may wish, at this stage, to seek the school's help in finding an alternative school for their son. The matter will be referred to the Headmaster who will decide whether fixed term or permanent exclusion is required at this stage or whether the PIP should be given a further, short period to run. If the latter, it will be agreed and understood by parents that this is a final chance. A formal letter will be written to the parents making the school's position clear with regard to any further misdemeanours on the part of their son; a copy of the letter will be sent to the Chairman of Governors and the Chairman of the Governors' Education Sub-Committee.

Appendix 3

Procedure for Internal, Fixed Term and Permanent Exclusion

It will be clear from the aims cited in the Behaviour Policy that internal, fixed term or permanent exclusion would be deemed a serious disciplinary measure taken only in exceptional circumstances.

The Behaviour Policy sets out clearly what is expected of pupils at The Beacon in terms of behaviour and good manners as well as the disciplinary procedures to be followed if a pupil fails to meet these expectations. The intention of the Behaviour Policy is to codify responses to incidents of poor behaviour and to establish as precisely as possible the level at which such incidents are to be treated. It allows, in particular, for the formal involvement of parents at the stage where a pupil's misbehaviour goes beyond what may be dealt with exclusively through internal sanctions. Communication with parents is crucial to the effectiveness of The Beacon's approach to discipline.

Stage Four of the Behaviour policy refers to the possibility of an internal, fixed term or permanent exclusion as a response to poor behaviour on the part of a pupil. The Headmaster may, at his discretion decide that permanent exclusion is required immediately. However, where this is not the case, the present document aims to clarify and to establish the process which will be followed if Fixed Term or permanent exclusion is decided upon.

Internal Exclusion

Where behaviour of the pupil has been judged to have been serious enough by the Senior Master, a period internal exclusion will be applied where the pupil will work under supervision on his own for a period of time designated by the Senior Master, It will be a minimum on half a day and maximum of two days.

The pupil will have work set by his teachers and a daily meeting with the Senior Master.

First Fixed Term Exclusion

The Headmaster, in consultation with other colleagues (likely to include the pupil's form tutor, the appropriate Head of Section and the Senior Master takes the decision to exclude the pupil. A first exclusion will normally be for no longer than two working days unless, in the opinion of the Headmaster, a longer period is warranted by the particular offence. The parents of the pupil will be informed of the Headmaster's decision by telephone and asked to come and collect their child at the earliest possible moment. The child will be supervised whilst he awaits collection. A formal letter will be sent to the parents explaining the exclusion and indicating the time at which the child will be welcome to return to the school. The letter will also give details of the Pastoral Intervention Programme (see below) which will come into effect immediately, if it has not already been initiated. A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Second Fixed Term Exclusion

The Headmaster, in consultation with other colleagues (likely to include the pupil's form tutor, the appropriate Head of Section and Senior Master) takes the decision to exclude the pupil. A second exclusion will imply that the pupil is already at Stage Four of the Behaviour Policy and that he has been previously excluded for a disciplinary misdemeanour. A second exclusion will be for minimum of three working days. The parents of the pupil will be informed of the Headmaster's decision by telephone and asked to come and collect their child at the earliest possible moment. The child will be supervised whilst he awaits collection. A formal letter will be sent to parents explaining the exclusion and indicating the time at which the child will be welcome to return to the school. The child will in all likelihood already have been placed on a Pastoral Intervention Programme (PIP) as a result of previous misdemeanours and the letter will also give details of a meeting between the pupil's parents, the Headmaster and some or all of the members of staff associated with the PIP at which the child's future will be discussed and agreement will be required as to the next appropriate course of action. A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Re-integration Interviews

Where a pupil has been temporarily excluded, he will have an interview with either the Headmaster or Senior Master on his return to school before going to his first lesson. The aim of the meeting is to discuss previous behaviours and to make it clear what the school's expectations are going forward. It will also discuss what strategies and support are needed to help the pupil in his re-integration.

Permanent exclusion

The Headmaster, in consultation with other colleagues (likely to include the pupil's form tutor, the appropriate Head of Section and the Senior Master) takes the decision to exclude the pupil permanently.

The parents of the pupil will be asked to come and meet the Headmaster where the decision will be communicated. A formal letter will be sent to parents explaining the reasons for this exclusion, offering academic support for a limited period of time (not exceeding half a term or a period of four weeks, whichever is the shorter), and offering help in finding an alternative school for their son, if appropriate. The pupil's form tutor will undertake to see that school work is set and sent to the pupil in order to keep him in touch with his academic studies pending a decision as to his future.

A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Representations to the Governors' Discipline Committee

Parents have the right to make an appeal against exclusion. In the case of fixed term or permanent exclusions, appeals will be retrospective and will, of necessity, deal with the issue of the pupil's record (i.e. If the exclusion is found on appeal to be unwarranted, there will be no mention of it on the pupil's record.).

Parents wishing to make an appeal should write to the Chairman of Governors, who will then contact and convene a meeting of the Discipline Committee which, at The Beacon, is made up of all or some members of the Education Sub-committee. This meeting should take place between the 6th and 50th school day (for fixed term exclusions) or the 6th and 15th school day (permanent exclusions) after the Chairman has received the parents' request. Parents will be informed of the date of the committee's meeting and will be invited to make written submissions to the committee or to come in person to represent their case.

The Committee will consider all the written and oral evidence relating to the case and will decide either to endorse the Headmaster's decision or to reinstate the excluded pupil.

Appendix 4

Information for Teachers – Rewards and Sanctions

A record of rewards, incidents, sanctions and actions taken as well as communications must be kept on iSAMS. Rewards should be used to recognise and acknowledge behaviours which we would like modelled in the school. Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour. Punishments that are humiliating or degrading should never be used. *You should not shout at the pupil.*

At all stages the Class Teacher or tutor is to be kept informed in writing of events. Written records must be kept on iSAMS once a boy engages in any significant behaviours or is involved in any significant incidents.

Guidelines to appropriate sanctions for each stage are:

Form Tutor – Subject Teacher

- Verbal Warning
- Removal from the group - in class (e.g. to sit by teacher)
- Letter of apology from pupil
- Withdrawal of break, lunchtime privileges i.e. stand by duty teacher on astro.
- Carrying out a useful task in the school (e.g. picking up litter, tidy the changing rooms, classroom)
- Loss of Golden Time, break time, privilege time.

If, having used one or more of the behaviour modification strategies the child continues to repeat the behaviour a written warning should be entered in the planner and recorded on iSAMS.

For continued poor behaviour or in extreme cases of inappropriate, disrespectful or violent behaviour, a debit may be issued. Parents must be contacted to explain the circumstances, the debit must be signed by them and returned to the Senior Master who will speak to the boy and record it on the child's file.

Report card/Positive Progress Plan - organised by Form Tutor on a daily basis and reviewed on a weekly basis by Section Head.

Section Head

Positive Behaviour Plan

Withholding participation in any after-school clubs, school trips or sports events that are not an essential part of the curriculum.

Stage 3 – Senior Master

Withdrawal from a particular lesson, and sent to the Senior Master or other senior member of staff to continue work set by teacher.

Behavioural Contract agreed and signed by pupil and parents to be reviewed on a weekly basis.

Stage 4 – Senior Master

Where a child's behaviour in class has resulted in him repeatedly being removed from the lesson(s) he may be internally excluded for whole or part of a day.

If this behaviour continues he may be referred to counselling or assessment with an outside agency at the cost to parents.

Pastoral Intervention Plan may be initiated.

If parents refuse counselling then HM may progress to Stage 5 immediately.

Stage 5 – Headmaster

Fixed term or Permanent Exclusion

Appendix 5

The Beacon Values which Pupils are expected to uphold.

Integrity	We behave with honesty and integrity.
Respect	We value all individuals, showing respect, care, empathy and understanding for others, and learning to place trust in others.
Achievement	We strive for and value intellectual, sporting and creative achievement, supporting and celebrating one another's endeavours.
Well-Being	We strive to promote wellbeing, both physical and emotional: developing strength, resilience and confidence.
Courage	We value aspiration and the courage to take risks.

Pupils are expected to have good manners and try to follow the guidelines which indicate what is always expected of Beacon pupils:

- Behave in a quiet and orderly manner, both in and out of school.
- Enter and leave classrooms quietly and be on time for all lessons.
- Walk (not run) around the school.
- Show care and consideration for others at all times.
- Be helpful to visitors.
- Be polite and courteous.
- Bring the correct equipment to lessons.
- Complete prep and hand it in at the appropriate time.
- Show respect for other people's property.
- Hold doors open for adults and not interrupt conversations between staff.
- Never draw attention to, make fun of or mock differences between people or their abilities.

Guide to Good Manners It is expected that to be a pupil at The Beacon you will always act with courtesy, care and consideration towards others. Do not be shy about using good manners.

Most good manners involve Common Sense:

- Always show care and consideration for others.
- Enjoy a laugh, but with others not at them.
- Do not be unkind to anyone.
- Look after your own possessions and leave other people's possessions alone.
- Always aim to be tidy, polite and helpful.
- Always behave in a quiet and orderly manner, both in and out of school.

Appendix 6

Guidance on Physical Restraint or Force

Limitations on use of Physical Force to Restrain a Pupil

The use of force to restrain or control is limited to certain specific circumstances, and must only be directed at preventing a pupil from:-

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or out of school on an organised school activity.

The provisions of the Policy apply wherever a teacher has lawful control or charge of a pupil, including on a field trip or other authorised out of school activity.

The following are examples of situations which may fall within the categories listed above:

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting (and cannot be persuaded to desist using spoken commands);
- A pupil is engaged in rough play or misuse of dangerous materials or objects where there is a clear risk of causing injury or damage by accident.
- A pupil is running in a corridor or on a stairway in a way in which he or she might have, or cause, an accident likely to injure himself or another.
- A pupil absconds from a class or tries to leave school (this applies only if the pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson (and refuses to desist or leave the classroom).

There being no legal definition of “reasonable force”, the particular circumstances of the incident are likely to be taken into account in the event of a legal challenge. The following guidelines are intended to help define what, it is to be hoped, will be regarded as common sense by all members of The Beacon’s adult community:

- Force should only be used after efforts have been made clearly and unambiguously to bring about the desired outcome through voice commands and any other available strategies.
- Before proceeding to use force, the pupil should be warned that this will be the next step if the poor behaviour does not cease immediately.
- The minimum amount of force should be used in all circumstances in order to achieve the desired outcome.
- The degree of force used must be in proportion to the circumstances and the seriousness of the behaviour or the consequences it is intended to prevent.
- Throughout the application of force, the pupil should be told that the restraining force will stop as soon as the pupil co-operates.
- The adult(s) should remain calm and measured; the impression should never be given that the adult is acting out of anger or frustration.
- Adults should only intervene physically when they judge that the outcome is likely to be successful; in other words, they should not put themselves at undue risk.
- The force used should be clearly intended to restrain or control and never to punish. Holding, leading, steering and blocking a path or exit, for example, may all be considered acceptable; striking, kicking, pulling hair or gripping around the neck, for example, would not.
- Consideration should be made before using force for any disabilities or Special Educational Needs which a child involved in the incident may have.

Written reports should be made on iSAMS of anywhere force is used. The Headmaster should be informed specifically that such a record has been made. The record should contain the name of the pupil involved, the location of the incident, the names of witnesses (staff and pupils), a detailed account of the incident (including steps taken to calm the situation and the degree of force used), the pupil’s response to the outcome of the incident, details of injury suffered by the pupil directly concerned, by another pupil or a by member of staff and details of any damage to property.

The Headmaster or Senior Master will inform the parents of an incident involving their child and give them the opportunity to discuss it; whether the report to parents is made orally or in writing is at the discretion of the Headmaster, but either way, the parents must be informed. What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Appendix 7

Restraint - Incident Report Form

1. Basic INFORMATION

Name of Pupil _____ Class _____ Tutor Group _____

Name of Member(s) of Staff involved _____

2. Events LEADING to this incident.

2.1 Where did the incident occur? _____

2.2 When did the incident occur? Time _____ Date _____

2.3 How did the incident begin? _____

3 Describe the INCIDENT

3.1 What was happening at the time? _____

3.2 Was anyone else involved? _____

3.3 Did anyone else see what happened (give details) _____

3.4 What behaviour was the pupil representing that warranted restraint?

3.5 Was there damage to property or an assault on a pupil or staff during this incident?

3.6 What did you do to try to defuse the situation before using restraint?

3.7 How was the pupil restrained (describe) _____

3.7 (i) For how long? _____

3.7 (ii) By how many staff members? _____ -

3.7 (iii) Were they authorised? _____

4. Injuries Sustained

4.1 Was anyone injured? YES/NO

If yes, give details _____

4.2 Was this incident recorded on iSAMS? YES/NO

4.3 Was the pupil checked for injuries by a member of staff not involved in the incident?
YES/NO

If yes, by whom _____

5. Implications for future planning

5.1 What do you think this behaviour was about? _____

5.2 What would you do differently next time to avoid the need for physical restraint?

5.3 Are other staff aware of the need for a planned response to the pupil? YES/NO

6. Follow up Action

6.1 The incident was reported by _____

6.2 Parent/Carer was informed by (tick) Telephone ___ Personally ___

When were they informed? Time _____ Date _____

Incident form completed by _____

Post Held _____

Date _____

Copies to: Headmaster, Senior Master and Head of Section

Other departmental advice and guidance you may be interested in
Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults
who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum
Disorders (2002)Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties
(2003)

Use of Reasonable Force – Advice for Headteachers, Staff and Governing bodies (July 2013)

Appendix 9

Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

- 1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3. The school informs parents of any changes to provision outlined in this policy.
- 1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Attendance

- 2.1. Attendance is mandatory for all pupils from September 2020.
- 2.2. The attendance register is taken as usual, in line with the Attendance Policy.
- 2.3. Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.

- 2.4. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the Head of Section who will report to the Senior Master.
- 2.5. If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- 2.6. Non-attendance is managed in line with the Attendance Policy, which includes specific provisions that will be followed during the coronavirus pandemic.
- 2.7. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

3. Arrival and departure

- 3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 3.3. The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- 3.4. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

4. Hygiene and infection control

- 4.1. The Beacon's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- 4.2. The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- 4.3. Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 4.4. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at school.

- Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
 - When they return from breaks.
 - When they change rooms.
- 4.5. Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- 4.6. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 4.7. Pupils are expected to dispose of tissues using the litter bins provided.
- 4.8. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 4.9. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 4.10. The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 4.11. The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.
- 4.12. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 4.13. Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 4.14. Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.
- 4.15. Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. When removing a face covering, pupils must:
- Not touch the front of their face covering during use or when removing them.
 - Wash their hands immediately on arrival to school.
 - For temporary face coverings, dispose of them in a covered bin.

- For reusable face coverings, store them in a plastic bag.
- Wash their hands after removing the face covering.

5. Social distancing

General

- 5.1. Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's Social Distancing Policy.
- 5.2. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- 5.3. Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned bubbles.
- 5.4. Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 5.5. Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.
- 5.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 5.7. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 5.8. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the Dining Room

- 5.9. The school expects pupils to respect the health and safety of catering staff and to follow all infection control and social distancing rules put in place while collecting and eating food.
- 5.10. Pupils are allocated specific time to use the Dining Room to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

- 5.11. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 5.12. Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.
- 5.13. The school does not permit close-contact sports, play or activities at this time.
- 5.14. Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- 5.15. Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

- 5.16. Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

6. Moving around the school

- 6.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 6.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 6.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 6.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 6.5. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

7. Ill health and infection

- 7.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

- 7.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
- 7.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 7.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

8. The school premises

- 8.1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 8.2. Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

9. Breaktime and lunchtime arrangements

- 9.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 9.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

10. School uniform

- 10.1. The school expects all pupils to wear uniform while in school unless advised otherwise.
- 10.2. Parents do not need to clean their child's uniform any more often than usual but it should be laundered at least once a week.
- 10.3. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.
- 10.4. Where pupils cannot wear the correct uniform they should wear their sports kit. If that is unavailable or unsuitable then garments must be worn that fulfil the following requirements:
 - They are plain in colour

- They are practical for school
- They do not display words, logos or graphics that are considered offensive

11. Managing the behaviour of remote learners

- 11.1. While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.
- 11.2. Pupils who are learning remotely off-site are expected to adhere to this policy and the Remote Learning Procedures, where applicable.
- 11.3. The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
 - Attend remote classes or group sessions on time.
 - Complete the work that has been set and return it on time, to the best of their ability.
 - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
 - Report any issues, including harassment or bullying from their peers, to their teacher.
- 11.4. The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place.
- 11.5. Where discipline must be deferred until the pupil returns to school, the Headmaster, Senior Master, Deputy Head (Academic) or Head of Section informs the pupil's parent via letter depending on the level of sanction, and the pupil will be disciplined when it is safe to do so.

12. Support for pupils

- 12.1. The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.
- 12.2. Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

- 12.3. The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- 12.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- 12.5. The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- 12.6. The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.
- 12.7. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 12.8. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- 12.9. Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

13. Rewards and discipline

- 13.1. Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.
- 13.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 13.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 13.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

14. Exclusions

- 14.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

- 14.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 14.3. The Headmaster retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Behaviour Policy, where practicable.
- 14.4. Permanent exclusion is only be used as a last resort.
- 14.5. Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- 14.6. The Headmaster liaises with the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 14.7. The timeframes set out for Exclusions in the Behaviour Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 14.8. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 14.9. The Governing Body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

15. Close contact behavioural management

- 15.1. Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Use of Physical Restrain Guidance.
- 15.2. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 15.3. Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 15.4. If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

16. Monitoring and review

- 16.1. Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

- 16.2. This appendix is reviewed in reaction to any new government advice by the Senior Management Team
- 16.3. Once the school resumes regular activity, and if deemed appropriate by the Headmaster, all sections within this appendix will expire.