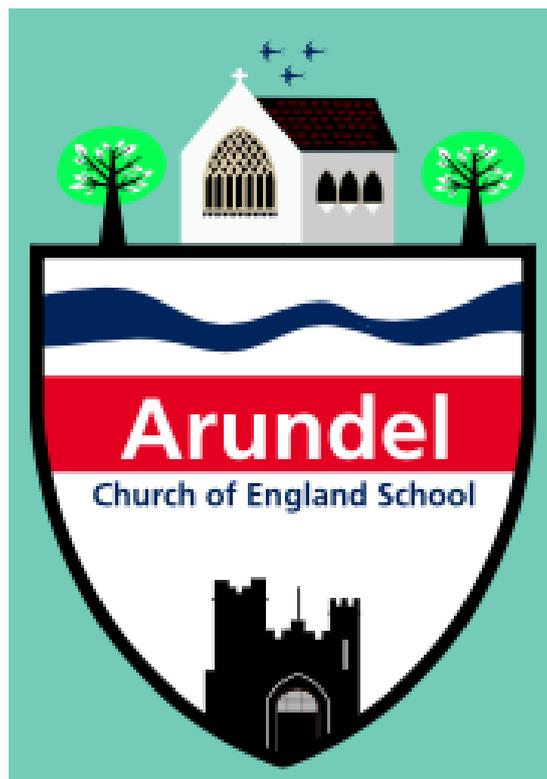


# Arundel Church of England Primary School

## Positive Behaviour Policy 2020 2021



Approved by: Governing Body Date: September 2020

Last reviewed on:

Next review due by: September 2021\*

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures. Currently the policy reflects the current Covid-19 situation in our country and the significant changes related to Covid-19 are in blue and the summary of that can be found in Appendix 4.

\*or earlier if circumstances with Covid-19 changes.



## RATIONALE

At Arundel Church of England Primary School, we believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is vital. We aim to provide an environment where Christian Values are built into the ethos of the school, where all pupils feel safe, secure and happy. We would like our policy to reflect our Vision Statement:

***'Faith, hope, and love abide.' 1 Corinthians 13.13***

Growing closer to God in faith;

Flourishing through the Gospel of hope;

Reaching out to our neighbours in love;

Rooted in the Christian faith, and with a love of learning in our hearts, our vision inspires us to grow into the people God is calling us to be.

## KEY BELIEFS

**At Arundel Church of England Primary School we believe that:**

- Pupils want to behave well
- Pupils can learn to behave in the right way by following 'The ACE Way'
- All adults can learn strategies to support pupils to improve their behaviour
- **All members of the school community want to follow all of the rules set out below to keep themselves and the rest of the school community safe.**

**We adults can support our pupils through:**

- The quality of our relationships with each other and them
- The quality of our teaching
- Promotion of a moral Christian framework through our ACE Values and Vision Statement
- Practical strategies which encompass 'The ACE Way'
- **Ensuring that hygiene, such as regular handwashing and sanitising, is part of our school timetable and that time is spent on doing this properly.**

**Practical strategies consist of:**

- ACE Christian Values
- 'The ACE Way'
- Rules, **including the NO TOUCHING RULE in place since March 2020**
- Routines, **including the altered routines for arriving and leaving the school (in line with the guidance with the government), hygiene procedures including dedicated toilets for each year group, use of equipment (including frequently used items such**

as pencils and pens allocated to an individual) and structure of the school day including breaks and specific locations for children to play in.

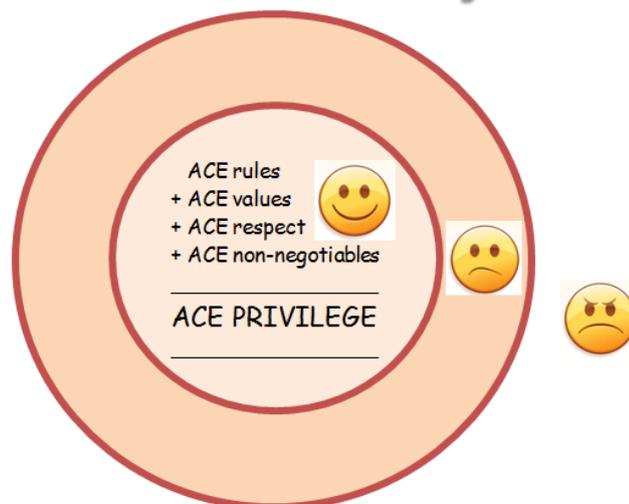
- The language of choice, although very specific definitions of what can be done and cannot be done due to health and safety procedures.
- Positive reinforcement, such as verbal praise and housepoints.

## KEY BELIEFS EXPLAINED

At Arundel Church of England Primary School we believe that:

- **Pupils want to behave well.**  
We believe that our pupils are happy when they behave well and when that behaviour is recognised by adults and their peers.
- **Pupils want to be safe and secure in their environment. At ACE, we suppose that all children want to be in a class and school environment at this time which is very clear in terms of the expectations we have see Appendix 4 .**
- **Pupils can learn to behave in the right way by following ‘The ACE Way’.**  
Our pupils respond well to our behaviour expectations, known as ‘The ACE Way’ and they buy into this and demonstrate ‘The ACE Way’ in all aspects of school life. ‘The ACE Way’ provides a shared language and shared understanding of positive behaviour linked to pride in being a part of our school community (ACE rules + ACE values + ACE respect + ACE non-negotiables = ACE privilege).

## ‘The ACE Way’



(see Appendix 3)



- **Behaviour is a form of communication.**

We believe that behaviour is an act of communication at a level that is meaningful to the child. At all times we will ensure that we observe and consider the potential underlying causes of the behaviour a pupil is exhibiting so that we can best understand it before intervening.

- **All adults can learn strategies to support pupils to improve their behaviour.**

Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is the responsibility of every adult at ACE.

### **We can support our pupils through:**

#### **The quality of our relationships with each other and them**

- a) **Our relationships with each other.** We need to provide good models of behaviour at all times for our pupils.
- b) **The quality of our relationships with our pupils.** These relationships are crucial. Each adult is a significant adult in the lives of our pupils.

#### **To foster successful, enabling relationships we need to:**

- Treat every child as a gift from God, reaching out to them with love
- Actively build trust and rapport
- Demonstrate belief in the pupil that they can succeed
- Treat the pupil with dignity and respect at all times
- Maintain consistent boundaries for pupils
- Listen respectfully to the pupil and make a judgement about how/when to respond
- Hear the message behind the word/behaviour; ask ourselves why the pupil is behaving in this way
- Keep our word and do whatever we say we will do, positive incentives as well as consequences
- Identify the positive aspects in every pupil
- Name and manage our own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
- Let go of our memory/feelings of a pupil's previous difficult behaviour. Support the child to develop techniques to respond more appropriately



## THE QUALITY OF THE TEACHING WE PROVIDE

In meeting each child at the point of learning, difficult behaviour is likely to decrease.

To do this we need to:

- Accurately assess the pupil's learning e.g. learning ability, learning style and level of achievement, in order to support them to progress
- Plan to meet the pupil's range of needs e.g. environment, equipment, seating, groupings, use of additional adults
- Have high expectations of every individual
- Know what motivates each pupil and use it to help him/her achieve
- Praise the pupils for their specific achievements
- Actively teach the pupils positive learning behaviours so that they know what to do to ensure successful learning

## PRACTICAL STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

*'Human behaviour flows from three main sources: desire, emotion and knowledge'.* (Plato)

We use a variety of responses to re-enforce positive behaviour and these include:

- Supporting pupils to develop effective mechanisms to communicate their needs, feelings etc. and ensuring we respond effectively to their communicative attempts
- Skilful use of language with pupils, eg. 'choices and consequences' which gives responsibility to the pupil
- Verbal praise and housepoints via Epraise
- Stickers from class staff/headteacher
- Messages to parents/carers, including via the school app, Weduc, phone calls and postcards home
- Special responsibilities and privileges, eg. Healthy Army, prefects
- Star of the Week and Cups **which are on hold at the current time until we are able to come together as a whole school again.**
- Sharing work with the wider community on the school app, Weduc

Other practical arrangements which are employed:

- The presence of simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next, including use of a visual timetable
- Careful use of timetabling to manage 'difficult' times, including all staff being fully aware of potential 'triggers' for inappropriate behaviour



- Use of grouping arrangements to ensure appropriate activities for all pupils, particularly at unstructured times – break times/lunch times etc. **Children currently spend all break times in their class bubbles.**
- Use of positive behaviour systems on a whole class level and/or specific to a child (eg. raffle ticket system, traffic light system etc.)
- Each member of staff is provided with 'Positive Behaviour Strategies at ACE' guidance (Appendix 1) with training and support to implement where necessary
- Children who find change difficult will be given personalised transition booklets (in the form of a social story) to refer to over the Summer break

In order to support our pupils to manage their own behaviour successfully, we ensure that the following are upheld:

### **Rights**

All our pupils have a right to:

- Learn and to make demonstrable progress
- Feel physically and emotionally safe at all times
- Be treated with respect and dignity at all times
- Express their feelings in an appropriate way

All our staff have a right to:

- Teach without undue disruption
- Learn how to improve their practice
- Feel physically and emotionally safe at all times
- Be treated with dignity and respect at all times
- Express their feelings in an appropriate way

**Classroom etiquettes** support positive behaviour. They should be:

- Few in number
- Agreed with pupils
- Written in a language that pupils can understand (including visual cues)
- Be stated in the positive
- Regularly referred to by all staff with pupils
- Regularly reviewed with the pupils
- Prominently displayed in appropriate areas
- Appropriate to the activity/place/age of the children
- Linked to 'The ACE Way' and the non-negotiables

**Routines** support our pupils by fixing desired behaviours in their minds.

- The greater consistency there is over routines, the easier it is for pupils to follow them throughout the day



**The language of choice ('choices and consequences').** We actively encourage pupils to choose the right thing to do, by explaining the consequences of their choices, both positive and negative. We link consequences to the choices they make to help them to make the best choice.

This language:

- Is positive
- Increases pupils' sense of responsibility
- Removes the struggle for power and control
- Overtly links responsibility, choice and consequence
- Helps them to develop skills to manage their own behaviour
- Increases their independence

### **Rewards/positive incentives**

- Are part of the 'language' in this school
- Are linked to positive choices and achievements and focus on the specific behaviours we wish to improve.

### **Consequences**

- We believe in consequences rather than punishment
- It is important for our pupils to clearly link a specific behaviour with its consequence
- The consequence needs to be a natural consequence which makes sense to the child

## **POSITIVE BEHAVIOUR PLANS**

The majority of pupils at Arundel Church of England primary respond positively when staff work within these guidelines. A small percentage of our pupils need additional support to improve their behaviour. The cause of the behaviour may be explainable and transitory in nature or may be deep seated and could more fundamentally be a feature of a specific learning/behavioural need.

Additional support is provided by:

- Working in line with this policy
- Behaviour strategy support from the behaviour team (LBAT)
- The development of a Positive Behaviour Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff to ensure that there are consistent approaches. Behaviour plans must be signed by parents/carers



- Pupil Centred Behaviour Plans are developed for those children where it is meaningful and appropriate
- Input from Parent/Team Around the Child (TAC) meetings
- Considerations toward changing the input from all supporting adults or varying the classroom management

## RESTRICTIVE PRACTICE

Restrictive practice is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury either to themselves, a member of staff, another pupil or property. Restrictive practice should:

- Only be used after all other preventative interventions have been exhausted
- Be implemented only by staff who have had the recognised **Team Teach** training, which is up to date
- Only be used if the pupil is putting themselves or others in danger or where failure to intervene would constitute neglect and disruption.

Staff trained in **Team Teach** must judge whether or not a physical intervention would be reasonable or proportionate:

- Where there is a risk to the safety of staff, children or visitors
- Where there is a risk of serious damage to property
- Where a child's behaviour is seriously prejudicial to good order and discipline
- Where a child is committing a criminal offence

**At the current time, in line with our usual practice and especially with covid-safe practices in mind, physical contact of any kind will only be used as a last resort.** All physical restraint must be recorded onto CPOMs. Where holding/restraining is part of a pre-planned behaviour management strategy, it should be carried out with the consent of the pupil's parents/carers and must be clearly recorded as part of the pupil's positive behaviour plan, which should make specific reference to any potential use of restraint.

Where physical restraint is used in an urgent/emergency situation, parents/carers must be informed immediately and a positive behaviour plan which is agreed by the parent/carer must be put into place.



## CALMING AREAS

Arundel Church of England Primary School has calming areas (sensory tent, etc.) to support specific children experiencing behaviour which presents a significant challenge.

Removal to a calming area is a recognised strategy used within the range of restrictive practice. At Arundel Church of England, we believe that the use of our calming areas by pupils should be in a proportion to the consequences it intends to prevent. The calming areas should NOT be used as a sanction and must be used in consultation with the pupil.

## SECLUSION

**The 2010 Guidance, referring to the 2002 Guidance principal states:**

*The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.*

Seclusion will only be used in 'exceptional' circumstances. These circumstances can be defined as:

- The pupil's behaviour being so persistent and targeted that the only way to maintain their safety and that of others is to remove them to a place where risk can be reduced and the individual supported
- This is done when, despite a high staff to pupil ratio, it is not possible to avoid injury
- Use of the seclusion will be reported and recorded. Reports are presented to the Governors of Arundel Church of England Primary School.

The length of seclusion is largely dependent on the level of risk being presented by the pupil. Seclusion preferably should be for no more than 10 minutes, however, occasionally pupils at Arundel Church of England School can demonstrate behaviour which presents as significant aggression and violence and therefore presents as a heightened risk of significant injury to themselves or others. The period of seclusion MUST be documented with clear detail as to the reasons why this was necessary.

Where appropriate, mental health support (through Play Therapy) will be provided for individuals who display specific mental health difficulties. A 'strengths and difficulties' questionnaire will be completed by the Play Therapist, Inclusion Lead and/or Class teacher



before, as well as after, the support. Parents/carers will also be consulted throughout the entire process.

## EXCLUSIONS

Short term fixed exclusions will be put into effect if:

- There have been a series of serious violent incidents which put staff and children at risk
- There has been one serious incident which, in itself, is deemed serious enough
- The resources and staffing cannot meet the needs of the child to keep the child and those around them safe

The pupil will be reintroduced to school following a meeting with the child and their parent/carer and a plan agreed. This could include a gradual reintroduction on a reduced timetable.

West Sussex guidelines will be followed in respect of all fixed term or permanent exclusions.

## BULLYING

Bullying is not tolerated at Arundel Church of England Primary School. As pupils in the school are always supervised, it is unlikely that bullying would go unnoticed. However, any reported incidents or evidence of bullying will be treated very seriously. Each case will be dealt with on an individual basis and all individuals involved will be given appropriate support and guidance (see separate Anti-Bullying Policy). Parents/carers of the individuals involved will be kept fully informed of the events and may be invited to take part in the investigation and any follow-up work. Where necessary, the Designated Safeguarding Lead (DSL) will be informed of the incident and Safeguarding procedures followed as outlined in the Safeguarding policy.



## RACIST INCIDENCES

Racist behaviour will not be tolerated at Arundel Church of England Primary School and will be dealt with in line with the Anti-bullying Policy. All incidences of racism will be reported to the Head teacher who will inform the Governors.

## CHILD PROTECTION

All staff at Arundel Church of England Primary MUST read, sign and follow the Child Protection Policy. Staff must immediately report any cause for concern to the designated safeguarding officer. Action may include involvement of parents, Social Services, the police, medical services or an assessment by the Educational Psychologist.

## ROLES AND RESPONSIBILITIES

### General

At Arundel Church of England Primary School, we all have a responsibility to:

- Read this policy **and use it in conjunction with Appendix 4 - Behaviour Policy 2020 2021 Covid-19 Addendum**
- Understand it
- Ensure that our practice is in line with it
- Be proactive in implementing it
- Continually seek to further improve our behaviour management skills

### Teaching Staff

Class teachers are responsible for ensuring that:

- Quality of teaching and learning in the classroom is inclusive and ensures appropriate differentiation
- Classroom climates ensure that pupils feel emotionally and physically safe
- Best planned use of Teaching Assistants/additional adults and other resources to support learning and behaviour
- Advice and support is available for additional adults on effective behaviour strategies, including behaviour plans for particular pupils
- Succinct, detailed records are kept of incidents/improvements to monitor progress and to establish patterns (to be recorded on CPOMs)\*



- Positive relationships are developed with parents/carers to support pupil behaviour

Teaching Assistants/additional adults are responsible for:

- Keeping records of incidents and recording them on CPOMS.
- Supporting the teacher with teaching and behaviour management at all times
- Supporting the children with learning and positive behaviour at all times
- Supporting the development and maintenance of a positive classroom climate
- Encouraging pupils to manage their behaviour positively in the playground, following 'The ACE Way' and being strategically positioned at all times (see diagram in staff room)

### **Senior Leadership Team**

SLT are responsible for:

- Supporting teachers and teaching assistants to manage behaviour effectively through continuing professional development
- Supporting comprehensive risk assessments where a pupil's behaviour presents as a significant challenge
- Supporting pupils to understand the school's approach to behaviour management
- Supporting parents/carers to understand the school's approach to behaviour management, with positive behaviour management techniques

### **Governors are expected to:**

- Approve the school's policy
- Support the school with its implementation
- Hear the case for fixed term/permanent exclusions and to decide on the appropriate course of action

### **Parents/Carers are expected to:**

- Support the school's approach to positive behaviour management, in line with this policy

## **CONTINUING PROFESSIONAL DEVELOPMENT**

In order to further improve practice;

- All appropriate staff will be trained in Team Teach and the training will be kept up to date
- All staff will attend regular INSET on positive behaviour strategies



## **HEALTH AND SAFETY**

Managing pupils, especially those who exhibit behaviour that presents a significant challenge, is physically, emotionally and psychologically demanding. Pupils demonstrating such behaviour can engender high levels of stress which must be recognised and managed appropriately. Class teachers/teaching assistants are the first point of support with effective team discussion playing a major part in reducing anxiety and stress.

## **MONITORING**

All recorded incidents are evaluated and audited. Results of auditing are passed to the Governors each term. Actions are reviewed, reflected upon and evaluated.

## **CONFISCATION**

Any prohibited items found in pupils' possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching or screening pupils is conducted in line with the DfE's latest guidance on searching screening and confiscation.

## **OFF-SITE BEHAVIOUR**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or whilst travelling to or from school.

## **MALICIOUS ALLEGATIONS**

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

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



## APPENDIX 1 - POSITIVE BEHAVIOUR STRATEGIES USED AT ACE

### (a summary for staff with Covid-19 alterations in blue)

At ACE, we believe in having a consistent, clear and easily implemented approach and one that is understood by all involved with it. We believe that good behaviour should be rewarded and less desirable behaviour should be sanctioned with parallel attempts made to positively change it, allowing children the opportunity to reflect and make amends, according to 'The ACE Way'.

- Each classroom needs to have a clearly visible set of positive rules on display. At the beginning of the year, classes discuss and decide upon a class set of rules, which are used in conjunction with 'The ACE Way', our overarching code of conduct, and the ACE Values of Faith, Hope and Love **(and expectations of members of the ACE Community during Covid-19 identified in Appendix 4)**. These are referred to often and are woven into our daily life at ACE.
- Adults will establish their professional status in a confident but relaxed manner, having shared high expectations of behaviour, routines and structures.
- Classroom routines are not identical but will always be consistent in that they follow 'The ACE Way' and ACE Values, eg. some classes use Noise-o-meters, Raffle Tickets, or a Cloud for visual representations.

#### Suggested Rewards (but the list is not exhaustive):

- Verbal praise specific to the behaviour
- Star of the Week, linked to our ACE Christian Values
- Stickers for good work, behaviour, being polite and helpful etc.
- Use of the Learning How to Learn at ACE strategy – awarding Learning Friends and t-shirts to pupils who demonstrate good learning behaviour
- Positive contact home, eg. phone call, postcard, chat with parents or by sharing work on the school app Weduc.
- Housepoints, via the Epraise system

#### Consequences:

Pupils who choose not to follow 'The ACE Way' are subject to the following sanctions, which are consistent in all classes and will often, though not always, be followed in the order below:

- Polite reminder
- Verbal warning
- Moving seat in class **(this may not be possible and therefore in a designated area such as the shared areas outside classrooms - see below)**
- Moving out of class to work in shared area (supervised)
- Moving out of class to work in another class **(this is not appropriate during this time and child will need to be sent to a neutral place)**
- 2-for-1 strategy – two positive actions to repair the situation
- Loss of some break time (age related) with time spent restoring relationships
- SLT involvement –Assistant Headteacher then Deputy Headteacher and then Headteacher
- Phone call home

Behaviour incidents which involve moving out of class or notifying SLT should be recorded by the class teacher on CPOMS (see Appendix 2).



## APPENDIX 2 – CPOMS

*Behaviour issues should be logged by the relevant member of staff as soon as possible after the incident on the school's Child Protection Online Management System (CPOMS) and any other relevant members of staff kept informed via an alert.*

Arundel CofE Primary School   Dashboard   Add Incident   Account Settings

### Add Incident

**Student**

**Incident**

**Categories**  Behaviour    Bullying    Child Protection    Home Issues    Medical Issues    SEN

**Linked student(s)**   
Type a student's name to link them to this incident.

**Body map**

**Date/Time**

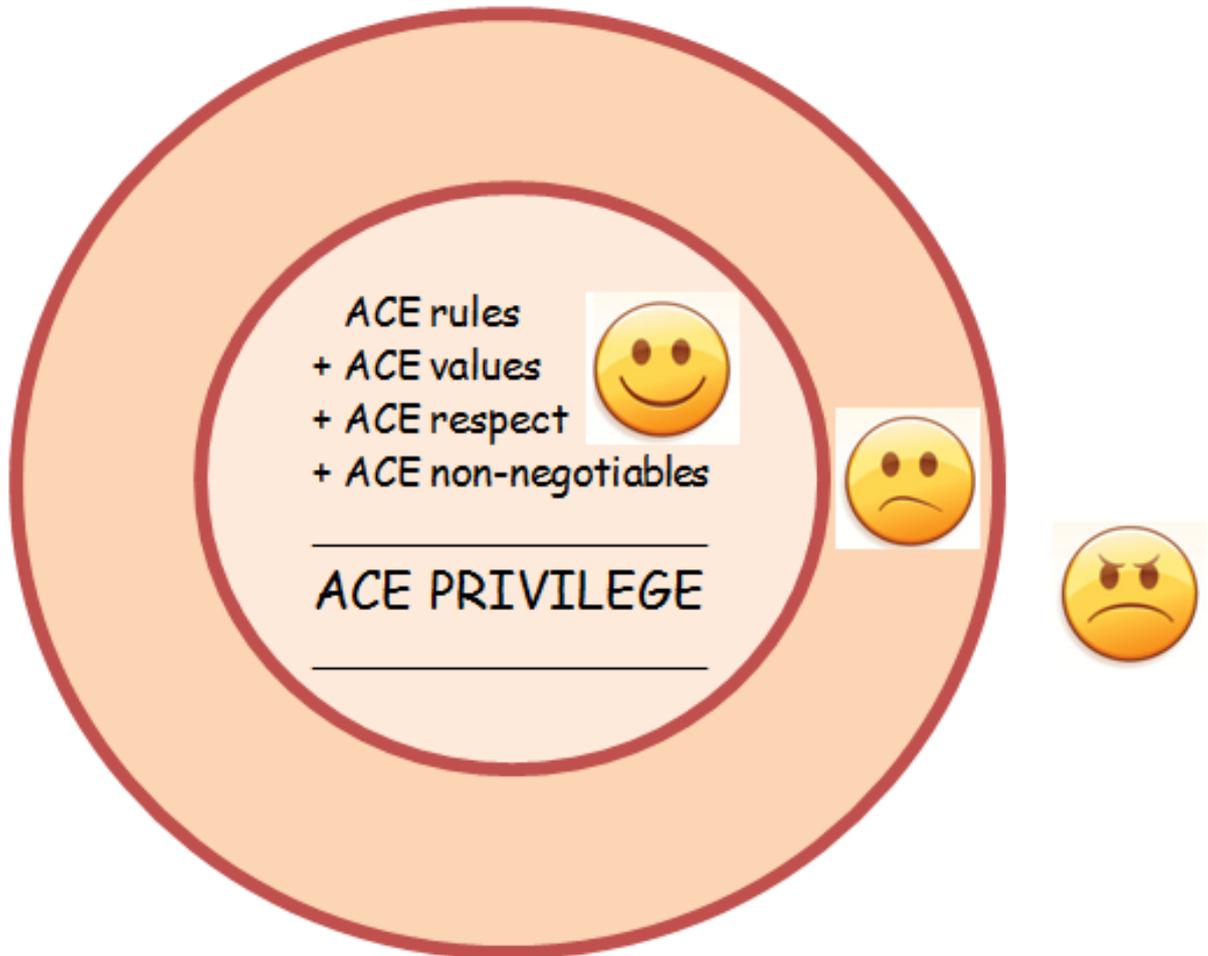
**Alert Staff Members**   
Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

**Files**

**Agency Involved**

## APPENDIX 3 – 'The ACE Way'

# 'The ACE Way'



Displayed in all communal areas of the school.



## APPENDIX 4 – Behaviour Policy 2020 2021 Covid-19 Addendum

### Behaviour Policy 2020 2021 Covid-19 Addendum

At Arundel Church of England Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other, reaching out to their neighbours in love. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy above, Anti-Bullying Policy, E-Safety Policy and Learning and Teaching Policy. These adjustments are set out below:

#### **Arrivals, Departures and Moving round the school.**

Children will enter school through their designated entrance at the agreed time. Children will enter with their parent/carer and will go straight to their designated pod, keeping a 1m + distance from any other individual as outlined on the relevant area. There are lined markers on the floors to support children with social distancing and are in the same colour as the gate entrance.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide and parents will not be accessing school.

Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Children will follow an adult from their bubble on their designated route to their designated area.

- Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.
- Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

#### **Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.



We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

### **Social Distancing**

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. When children enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

### **Toilets**

Each class bubble will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children). When a child has finished in the toilet, they must wash their hands.

### **Break times**

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

### **Rewards**

The house point system will still be used during Covid-19 and children will also be given stickers as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible when children are showing good hygiene procedures (especially early in September 2020). Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, but work can be added to the school app, Weduc, to gain a wider audience.



## Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the **parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.**

## Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school after the summer break. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. ACE Sports Day, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.



Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

### **Pupil's working from home after a local lockdown.**

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other in line with the ACE Way and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Weduc the school app, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

We expect pupils to:

- Be contactable during required times (although we will take into account that pupils may not always be in front of a device the entire time)
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages in line with the ACE Way.

## APPENDIX 5 – Non-Negotiables for ACE Pupils 2020 2021

# COVID-19



I will follow instructions on hygiene, such as handwashing and sanitising.

I will follow the new expectations about break times and lunch times, including where to play.

I will follow the new routines for the start and end of the day.

I will keep a safe distance and **WILL NOT** touch anyone or their things.

I will only socialise with people in my bubble at school.

If I sneeze or cough, I will use a tissue to 'catch it, bin it, kill it'. I will try not to touch my mouth, nose and eyes with my hands.

I will not cough or spit at or towards anybody else.

I will tell an adult if I feel unwell.

I will follow the new routines for moving around school, including using the toilet.

I will follow the rules about sharing any equipment or other items.



**Coronavirus: What you need to do**



Wash your hands    Use a tissue for coughs    Avoid touching your face





# ACE Behaviour

I will feel that I can express myself while still behaving appropriately.

I will enter the classroom quietly, sit down to read, complete the task set or respond to marking.

I will always remember and show the ACE Values and follow the ACE Way.






Arundel Church of England School  
 'Faith, hope, and love abide.' 1 Corinthians 13.13

I will always work well with others, including my learning partner.

I will ask for help from adults and other children.

I will always work in line with our vision statement - 'Reaching out to our neighbours in love'.

I will take part in every lesson.

## ACE Teamwork

Arundel Church of England School  
 'Faith, hope, and love abide.' 1 Corinthians 13.13

## Attitude to Learning and Respect

I will take risks because I know that it is OK to get things wrong.

I will only speak at appropriate times.

I will listen to other children and teachers.

I will be ready to learn and take on new challenges.

I will work independently when required.

I will support my class mates by understanding their abilities and needs.