



Behaviour Policy and Statement of Behaviour Principles

Respect

Respect is the foundation on which our schools values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and stakeholders.

Communication

In order to realise shared goals and achieve the very best for learners we work collaboratively with parents/carers, schools, academies and other stakeholders. We will communicate the highest standards and expectations at all times.

Effort

We recognise that our work has a positive impact on our learners and their families/carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.

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Signature of Chair of Management Committee:	<i>A. Cunningham</i>
To be reviewed:	Annually

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Covid – 19

Whilst Covid-19 restrictions and guidance are in force, this policy should be read in conjunction with the Covid-19 behaviour addendum.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how learners are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions** to be applied

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and Discipline in Schools - A guide for headteachers and School Staff pdf](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)
- [Timpson Review May 2019](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Values and Intention statement

3.1 Our Ethos, Rationale & Values - linked to our curriculum intention

The policy seeks to put into practice the shared values of the community. The school community consists of learners, school staff, governors, parents, visitors and the wider community.

Our values are based on **RESPECT**.

Respect

Respect is the foundation on which our schools' values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and stakeholders.

Effort

We recognise that our work has a positive impact on our learners and their families/ carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.

Achieve

We have the highest of expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve academically, socially and emotionally.

Communication

In order to realise shared goals and achieve the very best for learners we work collaboratively with parents/carers, schools, academies and other stakeholders. We will communicate the highest standards and expectations at all times.

Happy and Healthy

We have created a safe, secure and happy learning environment in which all learners can thrive. We equip learners with the knowledge and skills they need to achieve well in life. We acknowledge and celebrate their success.

4. Roles and responsibilities

4.1 The Management Committee

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Management Committee will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will ensure that The Link School complies with its statutory obligations with regards to behaviour.

4.3 SLT

SLT are responsible for:

- Conducting regular impact assessments.
- Developing strategies and set targets for achieving effective behaviour practices.
- Listening to and address matters brought through learner voice.
- Ensuring that learners have equal access to rewards and sanctions.
- Ensuring that staff have equal access to behaviour training and development opportunities
- Ensuring that staff are appropriately trained on behaviour issues.
- Ensuring that all learners are made aware of The Link School's Behaviour Policy.
- Monitoring data collected on behaviour at regular intervals.
- Committing to providing feedback to all professionals on issues brought to their attention as soon as practically possible
- Endeavouring to be constructive and professional in feedback to all professionals
- Supporting all colleagues in implementing the standards and expectations of the school, through the consequence and rewards system.
- Through line management hold themselves and their colleagues to account around their professional responsibilities.

4.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular learners
- Recording behaviour incidents on Sleuth
- Ensuring their lesson planning is differentiated to meet the needs of all learners in their classes
- Being present to greet all learners at the start of the lesson
- Maintaining a positive learning environment throughout the lesson
- Ensuring learners are not left unsupervised
- Using the rewards and consequences system consistently and fairly in each key stage
- Dismissing learners in a calm and orderly manner at the end of the lesson
- Stepping out of the classroom to supervise behaviour in the corridors

The Senior Leadership Team will support staff in responding to behaviour incidents where necessary.

4.5 Parents/Carers

Parents are expected to:

- Support their child in adhering to the learner code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teaching assistant, teacher or Behaviour Lead promptly
- Support their child via progress reviews, multi-agency support meetings
- Be aware of and support The Link School Behaviour Policy and Positive Handling Policy
- Support the Link School policy on attendance and punctuality by notifying the school of any absences or lateness including return to school meetings
- Dress in correct school uniform, if not giving an explanation to the school as soon as possible

5. Learner code of conduct

Learners are expected to:

- To respect, support and care for each other both in school and the wider community
- In class, make it possible for all learners to learn
- Behave in an orderly and self-controlled way
- Move in an orderly manner around the school during transitions
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside includes travel to and from school plus any behaviour that take place when wearing a Link School Uniform.
- Take responsibility for their own actions and behaviour and fully understand the consequences of poor behaviour on their own and others learning experiences
- Listen to others and respect their opinions showing empathy and understanding
- To be tolerant of others, irrespective of race, gender, sexual orientation, religion or age
- Know that sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching) and that sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting and that these are unacceptable forms of behavior.

Behaviour to and from school.

Behaviour when travelling to and from school should be sensible and considerate. Any complaints of misbehaviour will be investigated and parental involvement sought. The Link School has the authority to deal with anything involving our learners in the community. The full set of school sanctions up to and including exclusion and permanent exclusion can be used to deal with learner behaviour which poses a threat to another learner or member of the public, or adversely affects the reputation of the school. The school always seeks to work cooperatively and in partnership with all agencies, businesses, residents and individuals within the local community to solve problems and to ensure the good reputation of our school community; however, any complainant will be asked to involve the Police in the case of violence, vandalism or breaches of the peace.

6. Online Learning Behaviour

6.1 Overview

Rationale in the event of a school closure/partial closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home.

6.2 Expectations of learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g., an email from a form tutor) on a regular basis. Learners will be expected to sign an agreed Remote Learning Agreement (**Appendix 3**) which outlines what their behaviour should adhere to online. It is signed by both learners and parent/carer. There are the same expectations of behaviour online that would be expected in school, these can be outlined below.

Videoconference Lessons (Primary learners)

During video calls with your teachers, it is really important that you stick to these rules:

1. An adult is with you during the video call when they can be.
2. You are in either your dining room, living room or kitchen and not your bedroom when possible.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other learners. School rules still apply!
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during you online sessions.
7. Where possible there will always be two members of staff present in the call.

Videoconference Lessons (Secondary learners)

During video calls with your teachers, it is really important that you stick to these rules:

1. An adult is present in the home where during the video call when they can be.
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other learners. School rules still apply. No swearing.
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during you online sessions.
7. Please try to be in a quiet area where you are able to concentrate any background noise will be a disturbance to you, your classmates and your teacher.
8. Please have Century Learning loaded up on another page as you may often need to refer to this during your lesson.
9. Where possible there will always be two members of staff present in the call.

7. Rewards and sanctions (Please see Appendix 1 for examples per Key Stage)

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal Praise
- Points

- Letters or phone calls home to parents
- Special privileges such as outings and bespoke activities
- Celebration of Achievement Events/Assemblies
- Display learners good work

The use of sanctions at The Link School are characterised by certain features:

- It must be made clear why the sanction has been applied
- It must be made clear what changes in behaviour are required to avoid further sanctions.
- There is a clear, well understood, distinction between minor and major offences
- It is the behaviour rather than the person that is sanctioned

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at break, lunchtime or at a chosen point
- Detention at break or lunchtime, or after school
- Referring the learner to a senior member of staff
- Withdrawal from lesson to another location in school
- Letters, phone calls, meetings with parents/carers
- Agreeing a behaviour contract-
- Non participation in enrichment activities
- Suspension
- Introduction of a positive re-engagement plan
- Alternative Provision
- Permanent exclusion in extreme circumstances

7.2 Off-site behaviour

Sanctions may be applied where a learner has misbehaved off-site on activities, when representing the school, on a school trip or on the bus on the way to or from the event.

7.3 Malicious allegations

Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher may discipline the learner in accordance with this policy.

Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Develop a positive relationship with learners, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on sleuth and reported to parents
- SLT should quality assure all incidents of physical restraint
- For learners that have exhibited the above behaviour it is likely a risk assessment will be in place to support the learner and be shared with all parties on completion.
- Following a serious incident a debrief/follow up will be carried out to try and:
 - a) find better ways for next time
 - b) restore and improve relationships

8.3 Suspension - The vast majority of behaviour is managed in school however; on occasion, a learner might be required to leave school premises. Parents will be informed immediately. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police. There are a number of more **serious behaviours** that stop learners doing well and could result in Suspension whether this be a Suspension or Permanent exclusion depending on the severity of the incident. These include:

Serious misbehaviour is defined as:

- Repeated breaches of the school rules eg physical or verbal abuse towards staff member
- Any form of bullying (see further info below)
- Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching)
- Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- Vandalism
- Theft
- Fighting
- Smoking on site
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or paraphernalia
 - Stolen items
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)
- Depending on the severity of serious misbehavior, a risk assessment may be carried out which could result in:
 - Managing the incident internally
 - A referral to early help
 - A referral to children’s social care
 - Reporting it to the police

8.4 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Involves an imbalance of power

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

8.5 Confiscation

Any prohibited items (listed in section 3) found in learners' possession will be confiscated.

These items will not be returned to learners.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation and the Link School Drugs Policy.

Any learner who is suspected of having prohibited items may have their property confiscated, retained or disposed of. Senior Leaders can search learners without their consent if there are reasonable grounds for suspecting that a learner is in possession of a prohibited or banned item.

The search may be of the learner's clothing, footwear or bags. Wherever possible, the search should take place in private, witnessed by another member of staff and in the learner's presence. The member of staff carrying out the search should be the same sex as the learner being searched.

On an out of school activity, the Group Leader is authorised to search learners at that location. The extent of the search includes a 'personal search' which requires the learner to remove any outer clothing (hats, gloves, coats, sweatshirts, boots, shoes, hooded tops but not clothes worn next to the skin). Force will not be used.

The police must always be called if an 'intimate search' is required as they have legal powers. They should also be called if there are concerns that the learner may become aggressive.

Any prohibited items should be dealt with as appropriate to the circumstances. Knives, weapons, illegal drugs and stolen items will be locked away by the Head Teacher or Heads of School and handed to the Police.

Although there is no legal requirement to inform the parent /carer of a search, the school will inform parents/carers when a prohibited item has been found. A banned item that has not been disposed of or handed to Police, such as an inappropriately used mobile phone, will need to be collected by the parent/carers.

Other banned food items will be confiscated and disposed of.

Power to search without consent for “prohibited items”⁹ including:

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

8.6 Learner support

The school recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner, in addition the school employs two dedicated HLTAs to support learner behaviours and interventions across the school.

The school's Special Educational Needs Co-ordinator will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. (For example Early Help, Social Care CAMHS, Education Psychology etc We will work with parents to create the plan and review it on a regular basis.

For learners that demonstrate positive behaviour over a period of time the school may manage move a learner to another mainstream school with support from the Link School Behaviour Support Service. In all instances the learner and parent will be at the heart and centre of the process.

8.7 Learners on Alternative Timetables

Learners may be placed on Alternative or One to One Timetables for a number of reasons: to help support a learner who is at risk of becoming 'hard to reach' or to support vulnerable learners who have a legitimate reason to warrant an alternative timetable. If an alternative timetable is required pastoral will contact home and negotiate a learner reintegration plan (PRP) with parents/carers consent. A letter will be signed explaining that the responsibility for the time not in school is that of the parent/carer who signs the letter. In addition, a risk assessment may be carried out. A copy of this letter and the risk assessment will remain within the school.

9. Learner Transition

To ensure a smooth transition to the next year and school sites, learners have transition sessions with the new staff. In addition, staff members will hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those learners transferring to other schools.

For leavers such as Year 6 this will be pastoral leads and SENCo in consultation with the Behaviour Support Service.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (Team Teach), as part of their induction process and staff are refreshed in accordance with national guidelines.

Behaviour management will also form part of continuing professional development. A staff training log is maintained in school.

11. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Head teacher and the Management Committee annually. At each review, the policy will be approved by the Head teacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Management Committee annually.

The Senior Leadership Team will regularly review behaviour across the school, via the school calendar, by observing lessons, learning walks, analysing behaviour data including key stage specific systems of points, suspensions, Team Teach Incidents and Serious Incident Logs. Other forms of monitoring will include visitor feedback, speaking to learners and analysing parent and learner feedback internally and externally.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection Policy
- Positive Handling Policy
- SEND Policy
- Teaching and Learning Policy
- Positive re-engagement Policy

- Anti-Bullying Policy
- Drugs Policy
- Online Safety Policy
- Remote Learning Policy

Appendix 1- Rewards/Consequences per Key Stage

Key Stage 1

Rewards for positive behaviour

- All children's names are displayed in the green traffic light to show that they are adhering to the provision's rules, on entry to each session.
- Praise
- Smiles, positive body language, claps, thumbs up etc.
- Smiley face/Hero Token on whole group chart for up to 10 smaller parts of the session.
- 10 smiles = Special Nurture Group Target Sticker
- 8/9 smiles = smaller sticker
- 7 or less = praise for number of smiles+ encouragement for next day. Stickers on individual reward cards for positive travelling in taxi – to and from provision. Agreed targets reached = dip in Treasure Chest
- Sticker on Home School Book for bringing book
- Stamp in Home School Book for positive news from home or school
- Token Compliments put into 'Compliment Jar' for particular positive behaviours eg thoughtful words/actions. Targets set to receive whole group reward. Children participate in filling the jar so they can participate in the agreed whole group reward eg party, visit, choices etc.
- Individualised rewards.
- Friendship Rewards Chart.
- Stamps in books for good working.
- Rainbow Targets and Rewards (Individual Behaviour Plans)

Time In

- Staff will use their judgement to determine when a child would benefit from 'time in' rather than 'time out'.
- 'Time in' is an opportunity for a child to regulate their behaviour by sitting with an adult to share a book, talk, etc until they felt calm and soothed to return to the group.

Key Stage 2

Rewards

House points

Children are in houses (Martin Luther King, Rosa Parks, Nelson Mandela) and can earn house points for good attitude, good effort in class, acts of kindness, answering questions, good pieces of work

House points are recorded on charts in the 3 classes, and the winning house is announced in assembly on Friday afternoon. The winning house go to trampolining on Monday afternoons.

Gold stars

Outstanding work is recognised in books with a Gold Star. A Gold Star wins the child a sweet.

Ticks and stickers

Children can earn up to 3 ticks for each session (5 sessions in total), these ticks are then converted to stickers to stick in their sticker chart, 5-8 ticks=1 sticker 9-12 ticks= 2 stickers 13-15 ticks=3 stickers.

The Sticker Chart has small prizes and certificates to win as stickers are collected.

Celebration assembly

A celebration assembly is held each Friday afternoon, children are awarded certificates for academic achievements and also for good effort/ resilience in more practical sessions. Children with 100% behaviour will be awarded with a Golden Ticket worth £1 to spend at the tuck shop. A star of the week is picked each week, they win a trophy, badge and a token for the tuck shop. Any swimming badges or attendance awards are given out during this time. This is also an opportunity for children to share any awards/achievements from outside of school.

Choice Time

Choice Time is timetabled for a Friday afternoon, this is a time slot for children to play on the Xbox, have outdoor time, play football, do arts and crafts, play with the toys, tuck shop is open during this time. Children earn their Choice Time by completing all work tasks during the week and showing a good attitude. Any work not completed in a lesson must be done during choice time, once complete children are free to join in with the other children.

Phone call home

Staff will call home to share positive news/ achievements/attitudes with parents/ carers, they will inform children that they are going to do this.

Consequences

Minutes

Minutes are deducted from afternoon breaks, for any inappropriate behaviour, low level disruption, offensive language, poor attitude, refusing to engage in lessons, rude behaviour can result in a minute being deducted from breaks, or choice time if it is a Friday. Sand timers are used to allow children to carry out their minutes.

Loss of choice time

If there has been persistent disruption during the week and multiple incidents of refusal to work then children can miss choice time and will spend this time working to catch up on missed learning.

Twilight

For more serious incidents of continued disruption, aggression towards staff or peers, abusive language, children will stay late at school, depending on the severity of the incident this may be for an extra 30 minutes or for an extra hour. During this time they will either do work missed or will be set work by their class teacher.

Missing an activity

For any inappropriate/ risky behaviour out of school, children will miss the next activity that is out of school, they will remain in school and complete work set by their class teacher, this can include outdoor ed/ trampolining/ swimming

Phone call home

Staff will call home to inform parents/carers of negative behaviour/attitudes, they will also inform children that they are going to do this.

Key Stage 3/4

Rewards

Gold Stars

Outstanding work is recognised in books with a Gold Star. Gold Stars win the child a sweet.

VIP

The child with the highest points from each class will be awarded VIP status at the beginning of each week, this child will have first choice of breakfasts, will have the option of a cup of tea at breakfast club and will be given first choice of sitting in the front of mini buses on outdoor education. The VIP child will also have first choice of afternoon activities each day.

Phone call home

Staff will call home to share positive news/ achievements/attitudes with parents/ carers, they will inform children that they are going to do this.

Consequences

Minutes

Minutes are deducted from afternoon breaks, for any inappropriate behaviour, low level disruption, offensive language, poor attitude, refusing to engage in lessons, rude behaviour can result in a minute being deducted from breaks. These minutes are done before children can go out for their lunch break.

Twilight

For more serious incidents of continued disruption, aggression towards staff or peers, abusive language, children will stay late at school, depending on the severity of the incident this may be for an extra 30 minutes or for an extra hour. During this time they will either do work missed or will be set work by their class teacher.

Afternoon school

For any inappropriate/ risky behaviour out of school, children will miss the next activity that is out of school, they will remain in school and complete work set by their class teacher. Afternoon school may be for one session but can be extended for longer at the discretion of staff.

Phone call home

Staff will call home to inform parents/carers of any negative behaviour/attitudes, they will also inform learners that they are going to do this.

Appendix 2: Written Statement of Behaviour Principles

- Every learner understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All learners, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to learners at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by learners and staff
- Suspensions will only be used as a last resort
- Learners are helped to take responsibility for their actions
- Families are informed of positive behaviour incidents to foster good relationships between the school and home.

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This Written Statement of Behaviour Principles is reviewed and approved by the Management Committee annually.

Appendix 3 – Remote Learning Agreement

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with learners, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, learners or others distress or bring them into disrepute.
9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Learner Name:	
Signed Learner	
Signed Parent/Carer	
Signed Staff member:	