Behaviour Policy

Hawthorn Primary School

Approved by:	Safeguarding Committee	Date: 2nd July 2020
Last reviewed on:	May 2020	
Next review due by:	May 2022	

School Behaviour

Rationale

The Education Act 2010, states that schools have a legal duty to safeguard pupils and to meet the needs of all pupils.

At Hawthorn we believe that there is a fundamental link between high quality teaching, effective learning and good behaviour. We believe that all our children have the right to work and to learn in a safe environment, secure and free from disruption.

Principles

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the vulnerable members of society, regard for the environment and a kindness towards other people.

At Hawthorn we believe that we provide a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected.

We believe -

- pupils learn best in a **safe and structured environment**.
- **high quality teaching** and a **positive learning culture** supports pupil engagement and positive behaviour
- pupils are **rewarded** in a measured and meaningful way for positive and cooperative behaviour.
- we encourage our pupils to take on **responsibilities** and leadership roles to help raise self-confidence, self-esteem and promote independence.
- **equal opportunities** and **equal rights** should be exercised at all times.
- all forms of **bullying are unacceptable**, including those on the grounds of race, gender, sexuality or disability.
- all members of the **school community**, the school environment, and each other's property deserve and expect to be treated with **respect**.

Aims

We aim to –

- ensure pupils will learn to manage their own behaviour.
- promote core values, which include fundamental British values
- promote amongst pupils, staff and parents joint ownership and a feeling of pride in our school.
- encourage, support, celebrate and reward good behaviour, progress and achievement, through defining what is acceptable and what is unacceptable behaviour.
- promote raised levels of achievement and progress by offering the best guidance, challenge and support to ensure they are able to take full advantage of the opportunities for learning now and in the next phase of their education.
- promote and model highest standards of behaviour through developing in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- build and support the self-esteem of our pupils, through caring relationships.
- value the rights of the individual through creating an empathetic environment in which children feel safe, happy, secure and respected and where they feel confident of their right to be treated fairly.
- encourage and be seen to encourage the development of good behaviour and positive relationships.
- ensure that our behaviour strategies and expectations are clear, communicated and widely understood by all - parents/carers, pupils and staff - and that all stakeholders can contribute to those expectations and strategies on a planned basis.
- promote positive attitudes in pupils towards behaviour, learning and progress.

When we see behaviour that needs to be challenged, we -
- demonstrate that the school takes poor behaviour very seriously and that it will not be tolerated
- outline the consequences of poor behaviour, including poor behaviour off-site
- handle poor behaviour quickly, using a range of strategies, so that pupils are in no doubt why they are being disciplined/sanctioned.

Guidelines / Roles – an overview

The success of work around behaviour depends upon all those involved in the school working together in partnership – the pupils, Governors, parents and all staff, including lunchtime support staff. Behaviour cannot be seen in isolation as it vitally important to ensure all information, antecedents and community issues are drawn together. The daily interaction of pupils and staff in school, as well as attendance and preparedness for learning support positive behaviour.

- Communication within the school is central to managing all aspects of school life – and managing behaviour is a core aspect of this.
- The Headteacher is ultimately responsible for the implementation of this policy although all staff will be expected to play a part in its success; regular training is provided to support this.
- The Head Teacher and other Senior leaders must be consulted about issues with a pupil's behaviour.
- Behaviour will be taught as part of the curriculum and be modelled by all staff at all times, using a consistent approach.
- This Policy will form part of the information for new parents and the teacher's handbook for all new staff.
- Clear behavior for learning expectations have been set out in conjunction with the school council. Reward systems in class (learning points) and throughout the school (including star of the week assemblies) will focus both on behaviour and academic achievement, following the school expectations that are displayed in classes and around school (see Appendix 1 attached)
- Exclusion will be an absolute last resort for serious or violent behaviour.
- Multi-agency working will be at the core of all behaviour management issues. The school will work with a range of other professionals in the area to help families (eg. Educational Psychology Service; Children's Social Care; Kalmer Counselling)
- All incidents of bullying whether physical, verbal or indirect will be dealt with promptly and thoroughly inline with our Anti-Bullying Policy.

Managing behaviour within school

All staff consistently reinforce positive behaviours and any issues are resolved quickly and appropriately including support with conflict resolution. Both positive and negative behaviours for a pupil are recorded on CPOMS system and monitored closely.
Parents are always informed where necessary with discussions and actions recorded.
Children with SEND need individual approaches to behaviour management. All pupils are encouraged to follow the school and classroom expectations. Behaviour plans will be drawn up for children with more complex needs and who may require support from outside agencies.
Strategies to discourage and stop unwanted behaviour within the classroom include:
- Early intervention, including non-verbal signals, tactical ignoring, reminders about school expectations and individual behaviour plans and risk assessments are completed where necessary.
- We use positive rewards for good behaviour in school for all pupils. These include points systems, DOJO's, individual class and pupil charts.
- Consequences, including missing break times, working with a member of SLT.
- Discussions with parents and SLT regarding acceptable behaviour and school expectations.
- For extreme behaviour incidents this may result in an exclusion for a period of time. We would always try to resolve incidents and concerns before issuing any exclusion.

The role of Parents/Carers
- Parents/Carers will be encouraged to become equal partners in behaviour management and will be given the support they need. We may use "Home/School Books" to communicate with parents on a daily basis.
- Parents/Carers (and visitors to school) are also expected to uphold the high standards of behaviour when they are in and around school.

The Role of Pupils
Each class negotiates a contract that is displayed in the classroom that pupils can be reminded of when required. This is an agreed code of conduct that links to the whole school expectations, as agreed with the School Council (appendix 1)
Pupils are encouraged to become involved as part of our School Council, as a Buddy or as a Playground Crew. These groups reinforce school behaviour expectations and are good role models for all children.

The role of the Governing Body
- Governors value and have a clear understanding of the behaviour policy within school.
- At subcommittee level, Governors review exclusions data, staff CPD, referrals to external agencies for support and serious incidents and allegations.

Those requiring extra support
- Staff are aware that some groups or individuals within school may either have difficulties with behaviour management or may be vulnerable to negative behaviours due to additional needs. Children are taught about tolerance and acceptance of others and any incidents of negative behaviour towards a child are dealt with swiftly by a member of staff.
- At Hawthorn, the small minority that disrupt their own and other's learning through their inappropriate behaviour are treated as individuals and have specific Behaviour Management Plans tailored to their needs. These plans are shared with all staff and shared and negotiated with the child, Parents/Carers.
- The ARC (Additionally Resourced Centre) is a unit within school for pupils with Social, Emotional and Mental Health (SEMH) additional needs, and will be used as a resource for the whole school; when appropriate, pupils within the ARC will be integrated into the life of the main school.

Physical Restraint
Physical restraint is defined as an incident when a staff member prevents or restricts a child's movement against their will. A staff member can include any member of school staff, a volunteer, or any other person who is temporarily in charge with the authorisation of the headteacher.
At Hawthorn, we adhere to the following principles:
- Restraint is only ever used as a last resort when every other approach has been tried;
- Restraint will only be used when a pupil poses a danger to themselves or to others, or they are damaging property on or off site;
- Minimal force required will be used;
- Staff are trained in the correct use of physical restraint by an LA-approved provider.

Duty of care
When considering the use of physical restraint, staff members must take adequate measures to protect all pupils in their care from risk of harm or injury where there is a foreseeable risk. Staff members have a duty to provide the same standard of care as is expected of a Parent/Carer. A staff member should decide at the time of the incident whether they should physically intervene.

What is physical restraint?
Physical restraint may include, but is not limited to, the following:
- Guiding a pupil by the arm to remove them from the room;

- Blocking a pupil's path;
- Standing between pupils to prevent movement;
- Physically holding a pupil to prevent a fight;
- Holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances.

A pupil must not be restrained in a locked room where they cannot leave of their own free will.

When physical restraint may be used
Physical restraint may be used:
- • When there is good reason to believe a pupil is putting themselves or others in a position of danger.
- • To prevent a pupil from leaving the classroom if there is a risk of danger if they do so.
- • To prevent an attack on a member of staff or another pupil.
- • To stop a fight between pupils.

There may be cause to use physical restraint on any pupil, of any gender or age.

Record keeping
The school should inform parents if restraint of any kind has been used on their child and the circumstances leading up to the physical restraint.
Records should be kept on the pupil's file if restraint has been used. The records should give details of the de-escalation methods attempted and the subsequent amount of physical restraint used.
If a pupil is known to require physical interventions, this will be planned for in consultation with the parents where possible.

When physical restraint must not be used
Physical restraint must not be used:
- • To enforce the school's own rules.
- • To search for prohibited items, such as weapons and knives, unless there is good reason to assume the pupil is carrying such items.
- • To prevent a pupil from leaving the classroom if they are not at risk by doing so.
- • As a punishment.

What is considered 'reasonable force'?
The DfE's explanation of what is considered 'reasonable' force, is that which is proportionate to the circumstances, i.e. no more force is used than is needed to achieve the particular result

relating to the circumstances. This means that what is considered reasonable will depend upon the circumstances of the case.

Communicating the school's approach to the use of physical restraint
Schools should include the guidelines for physical restraint within their Behavioural Policy, and these guidelines should be communicated to all staff, parents and pupils. The governing body should approve the use of physical restraint, as set out in these guidelines, and ensure the Behavioural Policy covers the use of reasonable force should it become necessary.
Parental permission for the use of physical restraint is not required as the staff member has a legal power to use reasonable force, as well as a duty of care to all children.

Other forms of contact
At times, it may be necessary to have physical contact with pupils – this might include:
- • Holding the hand of a pupil at the front or back of a queue.
- • Giving comfort to a pupil in distress.
- • Demonstrating a PE position.
- • Administering first aid.

- •   • Demonstrating actions during drama lessons.
- •   • Demonstrating the playing of a musical instrument.

Schools should not have a 'no contact' policy, as this would put staff members at a high risk of breaching their duty of care to pupils.

Protection for staff members

It is for the headteacher to determine whether staff members require any additional training in order to effectively carry out their responsibilities, considering pupils' needs in the process.

In the case of a complaint, the responsibility is on the pupil to show that the staff member used unreasonable force. The staff member is usually not required to show that they acted reasonably and staff members should not be automatically suspended pending the investigation.

There should be a thorough investigation with confidential, independent written statements from all those present, including other children. If the staff member is suspended as a result of the investigation, a named contact should be provided to support them.

The governing body will determine if the staff member acted in accordance with the school's guidelines.

The DfE makes it clear that schools may use force if necessary for the safety of the pupils and they will be defended if they face subsequent legal action.

The senior leadership team and the governing body should convey this to all staff members; one way to do this is through a Physical Restraint and Reasonable Force Policy, provided that the policy acknowledges the legal duty to make reasonable adjustments for pupils with special educational needs and disabilities.

Allegations against members of staff

Any allegations of abuse, against a member of staff, are dealt with extremely seriously (see related documents on safeguarding and child protection). During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated. Exclusion will not be used as an automatic response, when an allegation has been reported.

Exclusions

At Hawthorn, we are committed to the principles of inclusion and work extremely hard to be an 'inclusive school'. However, there are occasions when pupils, in order that their ultimate inclusion may be assured, are excluded from school. The decision to exclude for a fixed term or permanently is the Headteacher's. In the case of serious one-off incidents, exclusions could be considered. Parents have the right to make representations to the governing body about an exclusion, and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeals panel. The school is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Appendix 1 – Hawthorn Primary School Behavior Expectations.

At Hawthorn…

We treat everyone with kindness and respect.

We keep ourselves and others safe.

We solve problems peacefully.

We are here to learn and let others learn.

By the School Council

Appendix 2 – Specimen Risk Assessment Proforma for

assessing and managing foreseeable risks for children who present challenging behaviours

Name of child . . . .

Class group . . . .

Name of teacher . . . .

School . . . .

Identification of Risk

Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	

Assessment of Risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:. . . . .

Signature . . . .   Date . . . .

Risk Reduction Options

Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Agreed Behaviour Management Plan & School Risk Management Strategy

Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by: Relationship to child

…………………………………   …………………………………………

Date:

                                                    …………………………………………

Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Behaviour Management Plan & School Risk Management Strategy

Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

12		

Plans and strategies evaluated by: Relationship to child

………………………………………   …………………………………………
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Date:

………………………………………
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Appendix 3 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 while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

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 consequences 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. **Arrival and departure**

   2.1   The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

   2.2   Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

2.3   The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.

2.4   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.

3. Hygiene and infection control

3.1   The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.

3.2   The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.

3.3   Younger children should stick to their class groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

3.4   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 and departure from the school.
- Before and after consuming food.
- Before and after using the toilet.
- After coughing or sneezing.

3.5   Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

3.6   Pupils are expected to dispose of tissues using the litter bins provided.

3.7   Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

3.8   Pupils will not share equipment which pose a higher risk of infection.

3.9   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.

3.10   Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

3.11   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.

3.12 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. Social distancing

General

4.1 Pupils adhere to the social distancing measures put in place by the school.

4.2. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre markings where necessary, and they are respectful and patient towards their peers.

4.3. 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 groups.

4.4. Where is it 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.

4.5. Pupils are placed into classes of no more than 15 pupils and they are not permitted to mix with other pupils outside this class, unless instructed to do so by their class teacher'

4.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

4.7. 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.

4.8. 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 Hall (Packed lunches will be provided in classrooms in the first phase)

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4.9. 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.

4.10 Pupils are allocated specific time to use the hall to help adhere to social distancing rules. Pupils do not enter the hall unless expressly told to do so by a member of staff.

During sports and exercise activities

4.11 The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

4.12 Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using classrooms and washing facilities.

4.13 The school does not permit close-contact sports, play or activities at this time.

4.14 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.

4.15 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 Assemblies (Assemblies have been postponed in the first phase)

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

5 Moving around the school

5.1 The school expects all pupils to move around the school following the school's arrangements, e.g. using outside walkways at all times or follow systems in place if access to the main building is essential.

5.2 The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

5.3 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 hall.

5.4 Pupils may leave the classroom to use the toilets one at a time, with permission from a member of staff.

5.5 Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

6 Ill health and infection

6.1 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.

6.2 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.

6.3 The school allocates Hall Room that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

6.4 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.

7 The school premises

7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

7.2 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.

8 Breaktime and lunchtime arrangements

8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

8.2 Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.

8.3 Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between groups, unless authorised by the member of staff responsible for a given group.

9 School uniform

9.1 Parents should ensure that their children attend school in clean clothes each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.

9.2 **Managing the behaviour of remote learners**

10.1 Pupils who are learning remotely off-site are expected to adhere to this policy and the elearning and Safeguarding Policywhere applicable.

10.2 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.

10.3 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.

10.4 Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.

10 Exclusions

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

11.2 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.

11.3 The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

11.4 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the headteacher/family support coordinator liaises with the LA and the

pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.

11.5 The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

11.6 The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

11.7 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.

11.8 The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

12 Discipline

12.1 Discipline is 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.

12.2 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.

12.3 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.

11   Close contact behavioural management

13.1 Behavioural management which requires the use of reasonable force or restraint as a last resort.

13.2 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.

13.3 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.

13.4   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.

12   Monitoring and review

14.1   This appendix is reviewed in reaction to any new government advice by the headteacher.

14.2   The date of the next review is May 2022.

Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will be reviewed.