



Grosvenor Road Primary School

Behaviour Policy

Signed:

Headteacher _____ Date _____

Chair of Governors _____ Date _____



Aims and Expectations

This Behaviour and Discipline policy supports the school's ethos and mission statement. It aims to promote an environment where everyone feels happy, safe and valued for who they are. It sits within our 12 school values of Trust, Fairness, Perseverance, Friendship, Truthfulness, Trust, Helpfulness, Compassion, Courage, Forgiveness, Generosity, Thankfulness.

We expect:

- Children and adults to respect one another.
- Every member of the school community to behave in a considerate way towards others.
- All children to be treated fairly and so apply this policy in a consistent manner.
- Our children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society.
- Children to try their best in all activities.
- Children to listen carefully to instructions in lessons.

We aim to create an ethos which:

- Provides a warm, supportive environment where children are encouraged to try without being afraid of failure.
- Encourages and supports equal and challenging opportunities for all and a positive and ordered environment where children develop self esteem and independence.
- Establishes good personal relationships between children, adults and all who come to the school, so that the school is a caring community.
- Provides and develops an environment in which children behave in socially and morally acceptable ways.
- Establishes an environment that is committed to the highest possible achievement.
- Recognises and preserves the rights of all individuals.

We aim to develop Social and Moral Attitudes by:

- Fostering co-operation, empathy, respect and the resolution of conflict through consensus and support.
- Developing a sense of social responsibility (through tasks related to the general or class welfare of the way work is arranged and carried out in the classroom)

- Fostering consideration for other people, concern for the natural environment and living creatures.
- Fostering respect for the school and care of materials (keeping classrooms, desks, cloakrooms tidy and taking care of classroom equipment)
- Encouraging children to make informed choices, using initiative and taking responsibility for their own work and behaviour.
- Helping the children to be aware of their own feelings and setting standards, as adults, of these social and moral attitudes.

In order to achieve these aims we need a whole school pathway towards achieving an effective and positive learning environment. The following is our pathway:

The school promotes good behaviour through rewards and deters inappropriate behaviour through sanctions.

Our children follow the Golden Rules:

We are gentle	We do not hurt others
We are kind and helpful	We do not hurt anybody's feelings
We are honest	We do not cover up the truth
We work hard	We do not waste time
We look after property	We do not waste or damage anything
We listen to people	We do not interrupt

Playground Rules

- We listen to the adults in the playground
- We stand still when the bell rings
- We play together and look after each other
- We let other children get on with their own games
- We sort out our problems in a fair way
- We look after the equipment and put it away properly at the end of play

Rules Around School

- We walk around school sensibly
- We line up quietly
- We remember to say 'please' and 'thank you'
- We say 'excuse me' when an adult is talking

Lunchtime Rules

- We line up quietly
- We walk around sensibly
- We finish what we are eating before we speak
- We remember to say 'please' and 'thank you'
- We put our own rubbish away
- We put our hand up and ask to go outside
- We talk quietly to the people next to us

Uniform

- We wear our uniform with pride
- We do not wear jewellery

Five Finger Tell

Children can manage behaviour situations with the '5 finger rule':

1. Ignore behaviours.
2. Ask politely to stop.
3. Tell them to stop.
4. Warn you will tell.
5. Tell the teacher.



Rewards

We reward children in a variety of ways e.g. praise, Gold Cards, certificates, stars, stamps, stickers, Dojos, positive comments in books, whole class reward (e.g. pasta in the jar).

Stars, stamps and stickers - are given out at the discretion of each teacher or teaching assistant.

Class Dojos - are given by teachers to reward a child who shows positive learning behaviours in line with our Golden Rules and School Values. Each child has a personal Avatar set up on Class Dojo which monitors their rewards. Each Friday, all children who have received 25 or more Dojos within that week will be awarded a Gold Card. Two children per class who earn the most Dojos during the week will also win a prize from the class prize box.

EIGHT Dojos will be set within the class, with a further two Dojos specific to the class (ie. focus behaviours which the teacher would like to reinforce for a period of time).

EYFS:

Following the carpet rules
Being kind
Being helpful
Good listening
Looking after property
Working hard
Sticking at tasks and persevering
Trying my best

Key Stage Two:

On task
Participating
Ready to learn
Teamwork
Working hard
Being kind
Following instructions
Being sensible

Key Stage One:

Following the carpet rules
Being kind
Being helpful
Good listening
Looking after property
Working hard
Sticking at tasks and persevering
Completing homework tasks

Gold Card - can also be earned for especially good behaviour, attitude or work. For every 10th card given to each child a small prize is presented in achievement assembly time. Those children who collect the most Gold Cards over the year receive a larger prize at the end of the year.

Whole Class Reward - Pasta/treasure is given out in small amounts for good individual or group behaviour. Once the class jar is full, the children can exchange it for a 30min "treat activity". No one is excluded from this treat, and pasta/treasure is never taken out of the jar as a sanction. Any class filling their jar has their treat announced at the penultimate Friday Achievement Assembly and the "treat" is taken during the final week of the half term. (one per half term)

Individual certificates - are given out in assembly for efforts made by children across the curriculum in our Learner of the Week Assembly (Friday pm).

Green Readers - Children who have read every night in the week are named as green readers and a green smiley will be awarded in their Reading Record.

Times Table Rockstars – The 'highest earner' and the child with the quickest time in KS1 and KS2 are awarded a certificate in Friday's assembly.

Out of School Certificates - Children are encouraged to bring in any certificates, cups or other awards that they gain in activities outside of school. These are then shared in class and sometimes in an assembly, where the children's efforts are applauded.

Annual Awards - At the end of each year, trophies are presented to children who have excelled in or made particular effort in specific areas.

Sanctions

Levels of behaviour for Grosvenor Road Primary School are defined at the back of this policy.

All staff follow the sanction system.

Low level Behaviour Consequences:

Where children exhibit low level behaviour issues, the following sanctions will be followed:

1. Verbal warning
2. Name on board
3. Name is circled and 5 minutes playtime is lost – supervised by the class teacher or Teaching Assistant

Partial playtime lost twice in one week or three times across two weeks – escalate to Medium Level

Medium Level Behaviour Consequences:

4. Miss full break and 1st WHITE Card sent home from class teacher, which informs the parents and should be signed and returned to school
5. 2nd WHITE Card sent home from class teacher, meet with parent to discuss behaviour, Class Teacher Report

If a child receives two white cards within a twelve-week period or class report does not show improvements in behaviour, escalate directly to High Level Behaviour Consequences - RED card (see below)

If a child behaves well for a sustained period of time, white cards may be 'cancelled out' at the discretion of the class teacher.

High Level Behaviour Consequences:

6. RED Card sent home from Phase Leader, Meeting with parent/teacher/ phase leader, Phase Leader Report

If a child receives two red cards within a twelve-week period or Phase Leader Report does not show improvements in behaviour, escalate to HT's Report.

7. Headteachers' Report
8. Meeting with parents, teacher and Deputy Head or Head Teacher
9. Managed Move to another school
10. Exclusion

Isolation)
Report Card)
Suspension) Headteacher's discretion
Parent)
Police)

Meetings may lead to monitoring of behaviour through a Behaviour Chart, or Home/School Diary.

Teachers will move along this system of sanctions using their judgement, or in discussion with a member of the Senior Leadership Team, the Deputy Head or Head Teacher.

Children who need specific intervention to improve their behaviour may work with the Higher Level Teaching Assistants on specific behaviour programmes, in consultation with the SENCo, class teacher and parents.

Children who persistently upset or hurt other children may go on Headteacher's report and have their play times restricted e.g. be allowed out for limited periods under 1-1 supervision, may be referred for specialist support outside of the school, or may be temporarily or permanently suspended.

Records of Inappropriate Behaviour (CPOMS – Child Protection Online Monitoring System)

- ALL Medium Level and High-Level Behaviour will be recorded on CPOMS by the class teacher / phase leader – a brief explanation of incident (and link to other pupils involved if applicable)
- ALL white cards and red cards will be recorded i.e. 1st White, 2nd White etc. and a brief description of behaviour – physical, verbal, bullying, racist

Incidents Recorded on CPOMS are then 'sent' via an electronic alert to appropriate members of staff:

- White Cards – alert sent to Phase Leader and SLT
- Red Cards – alert sent to SLT

Anonymised data regarding the number of incidents / action taken will be used to inform future policies and reported to Governors by the Headteacher as appropriate.

Early Years

In the Early Years we aim to create a friendly, safe and supportive environment for all our children and staff. In order to promote this environment, we have high expectations of the standards of behaviour. All children are aware of these expectations through our use of a common approach from all staff.

We want the children in the Early Years to achieve their full potential, and we aim to achieve this by encouraging them to work well both as individuals and with others.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by ...

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving.
- Sharing information with parents/carers about their children's behaviour.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. stories, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSED circle time.

We will reward children with...

- Praise
- Reward stickers and stamps
- Star of the Day/Week Certificates
- Head Teacher praise / stickers
- Class achievement board

We will address inappropriate behaviour by...

- Being clear about the behaviour that is unacceptable.
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Use of Social Stories.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.

Bullying

The school has zero tolerance of bullying behaviour. Any perceived bullying will be dealt with in discussion with parents and is reported to the Local Authority. Please see the school's Ant-Bullying Policy.

Use of Force

Staff in school do not hit, slap or push children. Staff only intervene physically, in order to restrain a child who may be in danger of hurting another child or themselves. The actions that we take are in line with government guidelines. Please see the school's Safe Handling Policy.

Taking account of individual pupil needs

At Grosvenor Road Primary School, we take account of a range of individual pupil needs when implementing our behaviour policy. This includes children with SEND but also refers to needs within other groups defined as Vulnerable within the education system: minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils who require support to learn English as an additional language (EAL), children looked after by the local authority, sick children, young carers, children from families under stress and any other pupil at risk of disaffection and suspension.

All these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the behaviour policy.

Roles

The role of the school staff

It is the responsibility of class teachers and teaching assistants to ensure that the school rules are enforced in their classes/groups and that their class behave in a responsible manner during lesson time.

All staff in our school have high expectations of children's behaviour, and strive to ensure that all children reach them and work to the best of their ability.

All staff help to enforce the school rules throughout the day and in all areas of the school building and grounds.

Staff treat all children fairly, and enforce the school rules consistently. Teachers and all support staff treat all children with respect and understanding.

Teachers and teaching assistants will report any behaviour concerns to a child's parents and will then work with the parents and the child to improve this behaviour. If misbehaviour continues, after having discussed the issue with the phase leader, the class teacher seeks help and advice from the Headteacher.

Staff will praise and reward good behaviour, and apply sanctions against unacceptable behaviour.

Teachers will record behaviour incidents on CPOMS as outlined in this policy (see above).

The Role of the Head Teacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently suspend a child. These actions are taken only after the school governors have been notified and are inline with Local Authority Guidance and the latest DfE guidance: <https://www.gov.uk/government/publications/school-exclusion>

The Role of Parents

We work collaboratively with parents to give a consistent message of the importance of good behaviour both in school and at home.

We expect parents to support our rewards and sanctions, and to work with us in partnership. To this end we ask for a Home-School Agreement to be signed when a child begins at our school.

We ask that parents initially direct any concerns to the class teacher who will have more day to day knowledge of their child. However, if concerns remain, we ask that parents contact the Phase Leader. If concerns persist, parents then contact either the Deputy Head or the Head Teacher for further support or information.

The Role of the Governing Body

The Governing Body has the responsibility of overseeing this policy and practice.

Local Authority Managed Move Protocol

Salford Local Authority's Managed Move Protocol is intended to meet the needs of those young people who require a transfer from their current primary school, whose school placement has broken down and who would benefit from a "fresh start".

(See Appendix 2)

Suspension from School

We do not wish to exclude any child from school, but sometimes this maybe necessary. Serious or persistently unacceptable behaviour by a child or children can result in exclusion. The school will act swiftly to protect the well being of other children

Fixed Term Suspensions come in three categories:

- 0-5 days
- 6-15 days
- 16-45 days

The Process

There is a strict procedure to suspend, which schools are expected to follow.

This is outlined below.

1. The school makes the suspension after considering evidence.
2. The school contacts parents by phone immediately to notify them of the suspension.
3. Within 24hrs of issuing the suspension, the school writes to parents confirming the suspension given.
4. The school informs the Local Authority of that suspension.

5. The school informs the Governing Body and the Local Authority if the suspension is to be 15 days or more.
6. If the suspension is a Fixed Term Suspension of over 15 days, or is a Permanent Suspension, it will require a Governing Board Meeting, to which parents are invited, and a Head Teacher's Report, which should be sent to all parties before the meeting takes place.
7. The outcome of the meeting will be put in writing to all parties. An appeals process is available following any decision made.

For further details of the Exclusion Process go to <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/exclusion-from-school/>

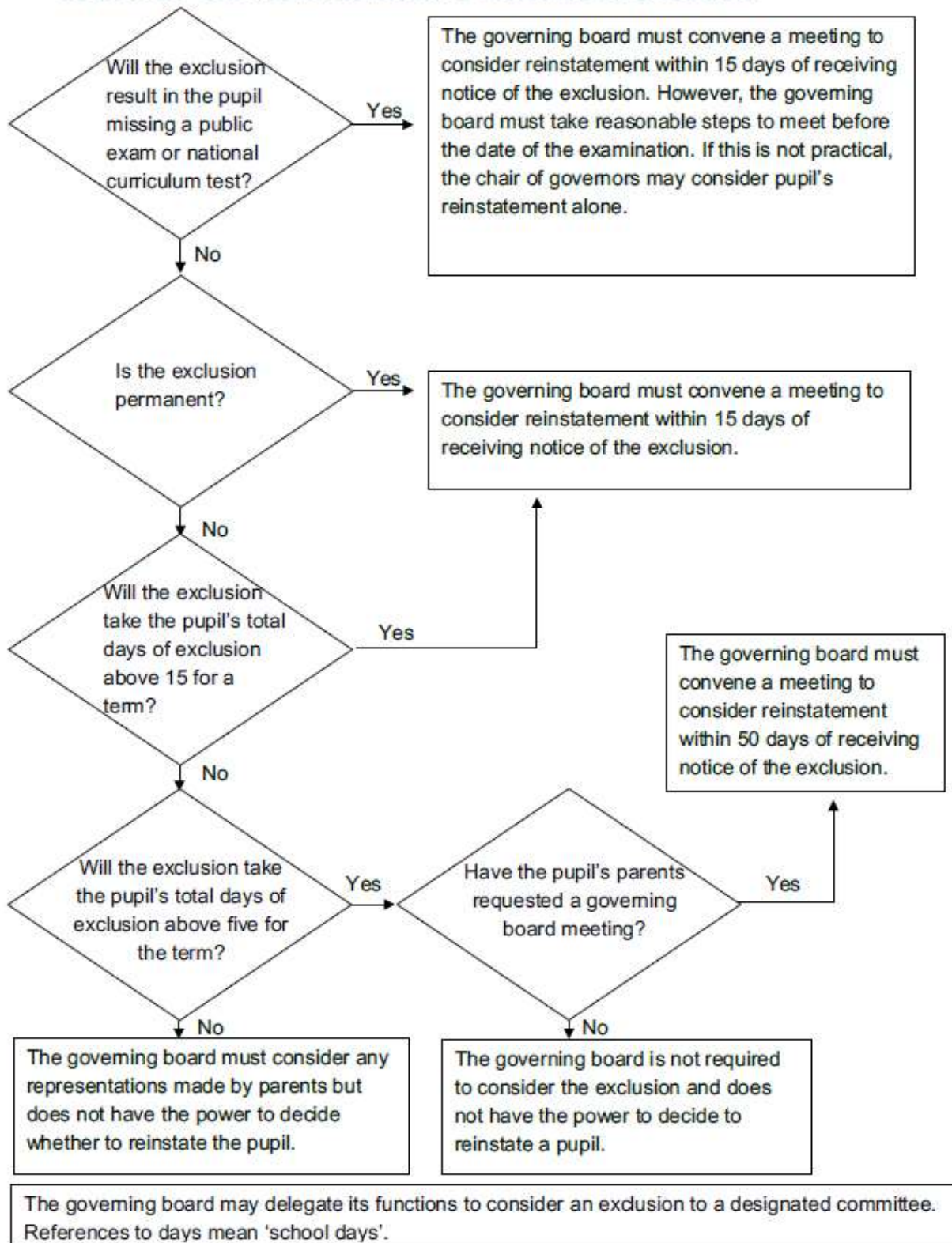
Inappropriate Behaviour and Consequences

Behaviour	Consequence
<p>Low Level</p> <p>Talking unnecessarily or chatting Calling out without permission Being slow to start work or follow instructions Showing a lack of respect for each other and staff Not lining up properly Name-calling and banter Making inappropriate comments Over-excited behaviour and loud voices Not putting hand up Interrupting Sulking Tone of voice Commenting on other children's behaviour Antagonising (winding others up) Inappropriate noises Not listening Commenting on other people's consequences Running in corridor</p>	<ol style="list-style-type: none"> 1. Verbal warning 2. Name on board 3. Name is circled & 5 minutes playtime lost <p>Partial playtime lost twice in one week or three times across two weeks – escalate to Medium Level</p>
<p>Medium Level</p> <p>Continual/persistent low-level behaviour Spitting on the floor Discriminatory comments Being asked to leave class Disrespecting school property Swearing in frustration Refusal to follow instructions/Refusal to work Disrespectful attitude Toy fighting Gestures (not swearing) Invading personal space Lying</p>	<ol style="list-style-type: none"> 4. Miss full break and 1st WHITE Card sent home from class teacher, which informs the parents and should be signed and returned to school 5. 2nd WHITE Card sent home from class teacher, meet with parent to discuss behaviour, Class Teacher Report <ul style="list-style-type: none"> • If a child receives two white cards within a twelve-week period or class report does not show improvements in behaviour, escalate directly to High Level Behaviour Consequences - RED card (see below) • If a child behaves well for a sustained period of time, white cards may be 'cancelled out' at CT's discretion.
<p>High Level</p> <p>Walking away from staff Gestures (swearing) Intimidating behaviour (frighten into submission) Threatening language Invading space with threats Continual disrespect to others Refusing to do consequence (loss of break time etc.) Leaving class Continual refusal to work Swearing directed at staff/pupils Fighting/retaliation Throwing objects at people Throwing objects Damaging display (maliciously) Bullying/Stealing/Carrying weapons Continually making other children unsafe Trashing classrooms/damaging the building Leaving the premises Physical aggression to staff Biting / spitting (directed) Kicking doors/walls Continually off track Racist comments, Discriminatory comments</p>	<ol style="list-style-type: none"> 6. RED Card sent home from Phase Leader, Meeting with parent/teacher/ phase leader, Phase Leader Report <ul style="list-style-type: none"> • If a child receives two red cards within a twelve-week period or Phase Leader Report does not show improvements in behaviour, escalate to HT's Report. <ol style="list-style-type: none"> 7. Headteachers' Report 8. Meeting with parents, teacher and Deputy Head or Head Teacher 9. Suspension 10. Managed Move to another school/ Exclusion <p>Isolation) Report Card) Exclusion) Headteacher's discretion Parent) Police)</p>

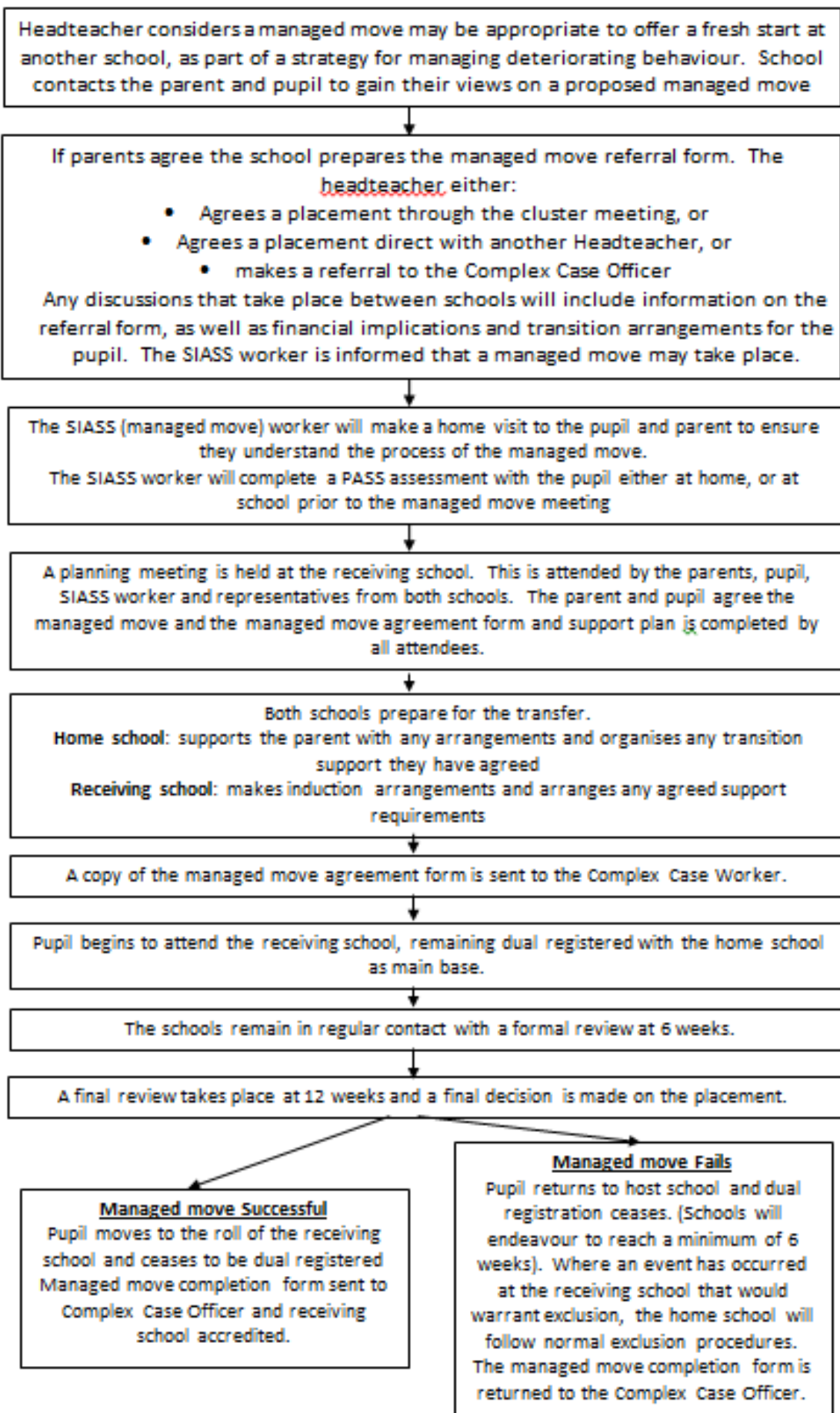
1 st White Card	2 nd White Card	Red Card
<p>☹ _____</p> <p>is disappointed that _____ ,</p> <p>has chosen to</p> <ul style="list-style-type: none"> • display persistent low-level behaviour, which prevents them AND others from learning • Displayed a medium level behaviour (see overleaf) <p>Date:</p> <p>Parent's Signature:</p>	<p>_____</p> <p>is disappointed that _____ ,</p> <p>having recently received a white card, has still chosen to behave inappropriately.</p> <p>Therefore, they will be placed on Class Teacher Report. I will contact you at the earliest opportunity to arrange a meeting to discuss your child's behaviour.</p> <p>Date:</p>	<p>(_____ Phase Leader)</p> <p>is disappointed that _____ ,</p> <p>has chosen to:</p> <ul style="list-style-type: none"> •Continually disrespect adults •Refuse to follow instructions •Continually behave in a way which prevents them AND others from learning • _____ <p>Therefore, they will be placed on Phase Leader Report. I will contact you at the earliest opportunity to arrange a meeting to discuss your child's behaviour.</p> <p>Date:</p>

Appendix 1

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision





Appendix 2 Managed move process flowchart



Appendix 3 Covid-19 Behaviour Charter June 2020

This charter was put in place on Monday 8th June 2020, in line with Grosvenor Road Primary School’s Covid-19 Return To School Risk Assessment.

Whilst all aspects of the charter are not currently required, they will be fully reinstated in response to any further national or local outbreaks.

<u>BEHAVIOUR</u>		
<p>While school is running a little differently the following areas should be reflected in the work done with children around behaviour and safety in school, alongside our core Values and Golden Rules:</p>		
<p>Following new routines for moving around the grounds and building: follow the 2m rule</p>	<p>Keep your own equipment including drinking bottles on your desks and don’t share</p>	<p>Safe socialising: Maintain social distancing from adults and other year group bubbles</p>
<p>Good hygiene: Wash your hands regularly and when requested</p>	<p>Tell an adult if you are experiencing symptoms of coronavirus</p>	<p>If you sneeze or cough: ‘catch it, bin it, kill it’ and avoiding touching your mouth, nose & eyes</p>
 <p>The image shows the NHS handwashing guide for coronavirus. It includes the text: 'Wash your hands with soap and water more often for 20 seconds', 'Use a elbow to turn off the tap. Dry hands thoroughly', and 'PROTECT YOURSELF & OTHERS'. There are six numbered steps with illustrations: 1. Palm to palm, 2. The back of hands, 3. In between the fingers, 4. The back of the fingers, 5. The thumbs, 6. The tip of the fingers.</p>	<p>When using toilets remember to follow good hygiene</p>	 <p>The image shows a poster with three icons in a row: a person coughing into their elbow, a person disposing of a tissue into a bin, and a person pouring disinfectant. Below the icons is the text: 'Protect yourself and others from getting unwell' and 'Catch it. Bin it. Kill it.'</p>



Checklist for school leaders to support full opening: behaviour and attendance

Introduction

This checklist is to assist all school leaders and staff in preparing to welcome back all pupils full-time from the beginning of the autumn term (see [full opening guidance](#)). It is a tool for schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive. The tool is intended for mainstream schools and has been developed by the Department for Education (DfE) with input from the Department's Lead Behaviour Adviser, Tom Bennett, and the [behaviour adviser team](#).

As set out in the [full opening guidance](#) for schools, for the new school year we are asking schools to work with families and local authorities to secure regular school attendance and to evaluate their behaviour policies and practices, ahead of welcoming all pupils back this autumn. Over the last few months schools and parents have worked hard to support children and young people, either in the classroom or remotely, to continue their education. Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Schools will need to make changes to reset behaviour and attendance expectations and consider additional support to successfully reintegrate pupils back.

School leaders will be best placed to use this advice to develop their own plans for re-engaging pupils in a way that works for their pupils' needs and in line with the following key actions:

1. Plan
2. Communicate
3. Be consistent
4. Support
5. Monitor and Improve

The DfE guidance on [attendance](#) and [behaviour](#) includes advice on the powers and duties schools have to support good behaviour and attendance.

1. PLAN: ensure your school has clear, consistent and robust behaviour and attendance policies and practices in place

- ✓ Review existing behaviour and attendance policies, systems and practices.

For behaviour:

- ✓ Set clear, reasonable and proportionate standards of behaviour. Make things as simple as possible so that the plans can be remembered and understood easily by everyone.
- ✓ Plan new routines, habits and systems, including:
 - expectations for arriving at and leaving school (including behaviour on public transport)
 - hygiene practices
 - lunch and break time routines
 - any transitions between lessons
 - staff supervision of movement during social times
 - safe use of school spaces and equipment
 - consider restrictions on movement within school and new hygiene rules (see [guidance](#)).
- ✓ Plan how new behavioural expectations will be monitored and supported. Take time to train staff in the behaviour that will be expected of them and also in the behaviour that they will be expected to teach to pupils.
- ✓ Clarify sanctions and rewards and how rules will be enforced consistently, including use of exclusions. Make sure that this can be effectively maintained in the changed school environment and take into account individual needs. Make explicit what behaviours are now considered more serious due to the coronavirus (COVID-19) outbreak, for example purposefully coughing on someone, including any escalation points in how they will be dealt with.

For attendance:

- ✓ Be clear that attendance will be mandatory from the start of the new school year, except where statutory exemptions apply. Ensure that parents are clear about when pupils should not attend due to public health or clinical advice (see [guidance](#)) and plan a process for keeping absence for these reasons under review, for example when a self-isolation period should come to an end. Ensure these pupils have access to remote education and that engagement is monitored.
- ✓ Take the register as usual and use attendance codes consistently. Consider extending registration periods to accommodate any staggered start times. We will issue further guidance for schools on recording attendance and absence.

- ✓ Resume the expectation that parents will let the school know if a child is unable to attend and the reason. Contact the pupil's parent or carer on the first day of absence where this does not happen. Schools should be clear with parents and carers that pupils of compulsory school age must be in school unless a statutory reason applies.
- ✓ Consider how attendance policies will address new or more prevalent causes of absence (for example, anxiety) due to the coronavirus (COVID-19) outbreak, balancing reward, support for pupils and families and sanctions appropriately.

2. COMMUNICATE: set high expectations for behaviour and attendance and actively communicate this to parents and pupils

- ✓ Make sure all staff, governors and trustees understand the importance of good behaviour and attendance and have a good understanding of the school's policies. This may include having an attendance and/or behaviour lead on the senior leadership team to ensure policies are implemented effectively and on the governing body to provide additional visibility, support and challenge.
- ✓ Communicate revised behaviour and attendance policies to staff, pupils and parents as soon as possible and ensure expectations are clearly understood. Ensure the Senior Leadership Team are visible around the school and invite discussion and feedback.
- ✓ Include behaviour and attendance expectations in your induction sessions with pupils and parents, newsletters and your website. Establish new ways to communicate, use visual reminders around the school and make use of technology where appropriate.
- ✓ Build a strong relationship and keep an open dialogue with parents who need further information or reassurance on the importance and/or safety of returning to school.

3. BE CONSISTENT: ensure expectations are enforced consistently

- ✓ Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community. Provide regular feedback to staff, pupils and families on how well they are executing new procedures.

4. SUPPORT: identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support

- ✓ Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.
- ✓ Engage with the parents and carers of these pupils as soon as possible, ideally before the start of the new school year, to set expectations, understand concerns and build confidence.
- ✓ Make sure Pastoral Leads and Designated Safeguarding Leads have undertaken appropriate training to spot signs of distress and poor [mental health](#). Ensure staff are able to identify where changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue.
- ✓ Where further support is needed, staff should consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have education, pastoral support or multi-agency plans, these should be updated.
- ✓ Where children have special educational needs and disabilities, work with local services (such as health and the local authority) to ensure the services and support are in place that will ensure a smooth return for pupils.
- ✓ For children who have a social worker or who are otherwise vulnerable, work with social workers and other relevant services to ensure the right services and support are in place. This includes making contact to discuss re-engagement over the summer and informing them if the child does not attend in the new school year.

5. MONITOR AND IMPROVE: track attendance, behaviour data and intelligence to intervene early and review policies and processes regularly

- ✓ Regularly review your behaviour and attendance data and compare it with neighbouring schools and local and national averages where possible. This will inform decisions on where to focus efforts to intervene early and prevent patterns of poor attendance and behaviour becoming habitual and entrenched.
- ✓ Invite feedback from staff and pupils regularly and discuss how new habits and routines are working, in order to provide useful data to support high-quality strategic decisions, inform practice and provide a regular commentary to all stakeholders on new expectations. Regularly use data to assess the effectiveness of behaviour and attendance policies and adjust provision in what is likely to be a changing context.