



## **SOUTH WALNEY JUNIOR SCHOOL**

# **WHOLE SCHOOL BEHAVIOUR POLICY & PROCEDURES – COVID-19 ADDENDUM**

**September 2020**

<b>Approved by<sup>1</sup></b>	
<b>Name:</b>	
<b>Position:</b>	Head teacher
<b>Signed:</b>	
<b>Date:</b>	
<b>Proposed review date<sup>2</sup>:</b>	



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Appendix A – DfE Checklist for school leaders to support full opening: behaviour and attendance

Schools should remove the Appendix prior to publishing the Addendum alongside the Behaviour Policy on the school website.

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## 1. Introduction

This addendum has been created following DfE documents [Guidance for full opening: schools and Actions for early years and childcare providers during the coronavirus outbreak](#), [Guidance for full opening: special schools and other specialist settings](#) and applies to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision), maintained nursery schools and pupil referral units. It is an addendum to the School's Behaviour Policy which in turn meets the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools) and must be read in conjunction with the Whole School Behaviour Policy and (for staff and other adults) the Code of Conduct for Staff and Other Adults (including the Addendum to this). The school's Behaviour Policy is published in the school website along with this Addendum or on request and must be read and understood by all those individuals who come into contact with children and young people in the school.

All staff have a responsibility to be aware of systems within their school which support safeguarding and any temporary amendment to these will be explained to them by senior managers. This includes the school's Child Protection Policy and procedures, the school Code of Conduct or Staff Behaviour Policy, the Online Safety Policy and the associated Acceptable Use Agreements. Any temporary Covid-19 related addendums to these will also be brought to the attention of staff and other adults working in our school.

Schools have been asked to set out clearly at the earliest opportunity, the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. This is particularly the case when considering restrictions which may need to be put in place on movement within school and new hygiene rules.

We will work with and consult staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and we will build new expectations into our rewards system.

**Appendix A** provides details of a DfE checklist for school leaders to support full opening: behaviour and attendance.

## 2. Context

From September 2020, schools are being asked to open to all pupils, whereas prior to this and since March 2020, schools were open to only those of key workers and vulnerable children with additional children being allowed to attend school where facilities and staffing allowed.

From September 2020, it will be mandatory for parents to send their child to school and for those children to attend except where statutory exemptions apply. Pupils of compulsory school age must be in school unless a statutory reason applies.

Despite the changes, the school's Behaviour Policy is fundamentally the same with this addendum setting out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

Some settings will have additional responsibilities arising from their regulations e.g. EYFS settings, or Special Schools as a result of their responsibility towards young people over the age of 18.

Unacceptable behaviour by adults in this school will not be tolerated and, where appropriate, legal or disciplinary action is likely to follow such behaviour. Once adopted, this Addendum may be referred to in any disciplinary proceedings following unacceptable actions by staff or other adults.

## 3. Responsibilities

Staff are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children.

All staff and other adults have a responsibility to keep pupils safe and protect them from abuse (sexual, physical and emotional) and neglect. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and wellbeing. Failure to do so may be regarded as professional misconduct.

In light of the need for children to behave differently when they return to school, and any new systems we have put in place to support that, the changes within this Addendum will need to be communicated to pupils, parents and staff. Best practice suggests this includes:

- proactively teaching new rules to staff, pupils and parents;
- regularly and rigorously reinforcing behaviour throughout every day;
- consistently imposing sanctions when rules are broken, in line with the Policy, as well as positively reinforcing well-executed rules through encouragement and rewards.

In addition to the responsibilities of individuals in the school outlined in the Whole School Behaviour Policy, the following additional responsibilities apply during the Covid-19 outbreak.

### 3.1 Governing Body

The Governing Body will:

- promote the use of this Addendum throughout their discussions with staff and parents in order to ensure that it is accurately and consistently enforced throughout the Covid-19 pandemic;
- support the Head teacher and other staff in implementing this Addendum

### 3.2 Staff and other adults

In addition to the general expectations laid out in the school's current Behaviour Policy, staff and other adults are expected to:

- not to come to work if they have coronavirus symptoms, or go home as soon as these develop (informing their manager), and access a test as soon as possible ([Coronavirus \(Covid-19\): Getting tested](#));
- clean their own hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered;
- follow strict social distancing rules between themselves, colleagues and other adults;
- ensure their classrooms or work areas are de-cluttered so as to allow for better and easier cleaning throughout the day;
- follow any local rules on rotation of equipment between groups/bubbles and not share equipment between groups/bubbles or colleagues unless it has been appropriately sanitised before re-use;
- regularly reinforce with parents the arrangements for the start and end of the school day including, staggered start and finishing times and the need for social distancing outside the school;
- supervise any queuing system following a process for staff to greet each child, ensuring they wash or sanitise their hands immediately on arrival, and then go straight to their classroom;
- use and promote the 'catch it, bin it, kill it' approach;
- avoid touching their mouth, nose and eyes;
- clean frequently touched surfaces often using standard products such as detergents and bleach;
- think about ways to modify their teaching approach to keep a distance from children in their class/group as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important);
- consider avoiding calling pupils to the front of the class or going to their desk to check on their work if this is not necessary;
- explicitly teach and supervise health and hygiene arrangements, helping their class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating their classroom displays with posters ([e-Bug](#) has produced a series of helpful coronavirus posters: [Horrid hands](#), [Super sneezes](#), [Hand hygiene](#), [Respiratory hygiene](#), [Microbe mania](#));
- apply consistently any sanctions required to pupils who deliberately or intentionally disobey the new rules, whilst emphasising the importance of them in an age-appropriate manner;
- prevent their group/bubble from sharing equipment and resources (like stationery) with other groups/bubbles;
- keep their classroom door and windows open if possible for air flow;
- limit the number of children from their group/bubble using the toilet at any one time;

- limit their contact with other staff members, and not congregate in shared spaces, especially if they are small rooms;
- identify any reasonable adjustments that need to be made for pupils with more challenging behaviour and update Behaviour Management Plans/EHCP Plans as necessary;
- report any concerns or worries about the management of Covid-19 in the school to the attention of the senior leadership team as soon as possible;
- ensure they read the school's Behaviour Policy Addendum and know what role in it they are being asked to take.

### 3.3 Pupils

In addition to the general expectations laid out in the school's current Behaviour Policy, pupils are expected to:

- attend school for all sessions;
- stay at home if they have coronavirus symptoms, or go home/be collected by a parent as soon as these develop, and access a test as soon as possible ([Coronavirus \(Covid-19\): Getting tested](#)). Information relating to such incidents will be shared with local Public Health specialists in order to inform the 'test and trace' process in line with the school's privacy notice;
- ensure that where they travel to and from school independently on public transport they are aware of the precautions they must take in order to reduce the risk of transmission to themselves and others ([Covid-19: safer travel guidance for passengers](#)). Where this is totally necessary, this should not be during peak times. Pupils should bike or walk to school wherever possible;
- ensure that they practice social distancing when walking or cycling to school independently;
- follow any altered routines for arrival or departure, arriving at school at the advised allotted time, and entering the school via their designated route. At the end of the day, pupils will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, or where they are travelling home unaccompanied again keeping their distance using the markers on the floors as a guide;
- follow school instructions on hygiene such as handwashing and sanitising. Hands must be washed or sanitised on arrival at school, after using the toilet facilities, before and after eating, before and after break times; before and after sport/PE sessions and before they leave for home;
- socially distance (where they are old enough/able to understand) from their peers and adults in school and on the playground/field at all times. When children enter their classroom or space, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support;
- follow instructions on who they can socialise with at school, but must remain in their group/cohort/bubble at all times;
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing);
- follow instructions and expectations in relation to sneezing, coughing, tissues and disposal ('catch it, bin it, kill it', sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands prior to proper hand washing;
- tell a member of staff/adult if they are experiencing symptoms of coronavirus or feeling unwell generally;
- follow rules on what items or equipment they are permitted to bring into school from home and vice versa. Only necessary items/equipment will be permitted;
- follow rules about sharing any equipment or other items including drinking bottles;
- follow new rules in relation to breaks or play times, including where they may or may not play/socialise;
- follow rules regarding the use of toilet and handwashing facilities;
- follow the clear rules about intentionally or deliberately coughing or spitting at or towards any other person;
- follow the clear rules for pupils at home regarding conduct in relation to remote education;

- understand the rewards and sanction system particularly in relation to breaking the amended school rules;
- ensure that they do not socialise out of school with each other in groups unless this is with members of their own household.

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

### 3.4 Parents

In addition to the general expectations laid out in the school's current Behaviour Policy, parents are expected to:

- not come to school if they or any member of their household or social bubble have coronavirus symptoms; not to send their child to school if they have symptoms, and access a test as soon as possible ([NHS: Ask for a test to check if you have coronavirus](#)). Once an isolation period has come to an end, and where they are well enough to do so, the child must return to school as normal;
- inform the school as soon as possible if their child, or any member of their household or social bubble has coronavirus symptoms, arrange a test and inform the school of the outcome as soon as possible. Information relating to any symptoms or confirmed cases will be shared with the local Public Health department in order to inform the 'test and trace' process in line with the school's privacy notice;
- arrange to collect their child from school as soon as possible should the child develop symptoms whilst at school or on the journey to and from school;
- encourage their child to bike or walk to school wherever possible;
- ensure their child/ren are fully aware of the rules when travelling to school or home via public or dedicated school transport. Specific rules are available from the school office and Cumbria County Council have [guidance on behaviour](#) available on their website;
- send children to school in clean, fresh clothes;
- only allow their child to bring into school items which are necessary and permitted in line with the Covid-19 secure school rules;
- provide the school with at least 2 emergency contact details;
- ensure arrangements for dropping off and collecting their child are communicated to the school particularly if the person who normally drops-off or collects the child has changed;
- follow any altered routines for arrival or departure ensuring only one adult accompanies their child and dropping children off at the school gate;
- not to gather in the playground or to enter the buildings to drop off or collect children and not to gather at the school gates to talk to other parents. Remain 2m apart from those other than in your immediate household or social bubble at all times whilst on the school site;
- not to come into school buildings unless strictly necessary, by appointment, and ideally alone (unless for example, an interpreter or other support is required) following strict social distancing rules;
- follow school instructions on hygiene such as handwashing and sanitising if you do need to enter the building;
- reinforce good hand and respiratory hygiene with their children at home in relation to sneezing, coughing, tissues and disposal ('catch it, bin it, kill it', sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands;
- follow the clear rules about intentionally or deliberately coughing or spitting at or towards any other person and reinforce this rule to their child;
- follow the clear rules for pupils at home regarding conduct in relation to remote education (which may be necessary in a local lockdown situation);
- discourage their child from gathering in groups outside of school unless the group is made up of others who live in the same household or social bubble;
- understand the rewards and sanction system particularly in relation to breaking the amended school rules;
- ensure their child understands the behaviour school expects in relation to home learning (where this is deemed necessary in a local lockdown situation);



- ensure they read the school's updated behaviour policy and know what role in it they are being asked to take.

#### 4. Pupils with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. end of term treats, school trip, etc.

Some children will return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

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

- anxiety; lack of confidence;
- challenging behaviour; fight or flight response;
- anger; shouting, crying;
- hyperactivity and difficulties maintaining attention.

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

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. We will work closely with parents to implement supportive strategies that will inform an appropriate response. Some children will need additional support and access to external services such as Educational Psychologists, Social Workers, Counsellors and Early Help.

#### 5. Behaviour when learning at home (local lockdown or group/bubble isolation)

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

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

#### 6. Rewards

(These are the same as listed in our Behaviour Policy & Procedures)

#### 7. Sanctions and Disciplinary Action

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

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to Covid-19 rules, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

## 8. Exclusions

The disciplinary powers that schools currently have, including exclusion, remain in place. We are aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour (refer to [Mental Health & Behaviour in Schools](#) and [Creating a Culture: How school leaders can optimise behaviour](#)).

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude will be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion will only ever be used as a last resort, in response to a serious breach, or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Schools who have permanently excluded a pupil are expected to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, we will notify the local authority/social worker immediately and work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

The coronavirus is affecting governing boards' duties to consider reinstatement of excluded pupils, and the process for independent review panels (IRPs). The timeframes set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

The government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and IRPs, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or arranging authority to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. Governing boards and arranging authorities should continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend.

### 8.1 External support for SEND and behaviour

Schools may normally work with external agencies to support pupils with special educational needs and disability (SEND) or with behaviour or other issues. The Head teacher will check with the LA or other providers of such support services to ascertain whether or when such services will be available. For pupils with education health and care (EHC) plans, it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements if some of the support services are not available in their usual form.

The Head teacher will also be aware that there may be additional pupils, including those with SEND, who display symptoms of stress or anxiety and additional support may be needed for them. The school will check with LA on their capacity to support with this.

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Department  
for Education

First published 9 July 2020

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

### 1. 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.

### 2. 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.

**3. 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.

**4. 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.

## 5. **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.

## 6. **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.